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# OHIO DEPARTMENT OF EDUCATION ESEA FLEXIBILITY REQUEST

**DRAFT – FEBRUARY 8, 2012**

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U.S. Department of Education  
Washington, DC 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester:  Stan Heffner State Superintendent of Public Instruction	Requester's Mailing Address:  Ohio Department of Education 25 South Front Street Columbus, OH 43215
State Contact for the ESEA Flexibility Request  Name: Michael Sawyers  Position and Office: Deputy Superintendent  Contact's Mailing Address: 25 South Front Street Columbus, OH 43215  Telephone: 614-644-6818  Fax: 614-728-4781  Email address: Michael.sawyers@ode.state.oh.us	
Chief State School Officer (Printed Name): Stan Heffner	Telephone: 614-728-2779
Signature of the Chief State School Officer:  X_____	Date:
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

**WAIVERS**

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its

LEAs in order to serve any of the State's priority and focus schools.

- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.
- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- ☒ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

**ASSURANCES**

By submitting this application, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

**If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- ☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)



## CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Ohio is a national leader in education reform and academic success. One of the most significant contributing factors to the state’s achievement has been the open dialogue educators enjoy with Ohio Department of Education (ODE) officials, legislators and other policy makers. ODE routinely consults with Ohio’s two teachers unions, the Ohio Education Association (OEA) and the Ohio Federation of Teachers (OFT) regarding its continuous improvement strategies and educational reform initiatives. The state’s 110,000 teachers and 5,200 administrators are considered to be the most significant contributors to student success in school buildings across the state. As such, the input of individuals that serve in these capacities is extremely important to the success of education policies and reforms.

Over the last decade, Ohio has been a leader in numerous policy reforms that have had a direct impact on the teaching profession and which are directly and expressly connected to Ohio’s ESEA flexibility request. For example:

- Ohio was the first state to receive a Teacher Incentive Fund (TIF) grant in 2006.
- Ohio adopted teacher and principal standards in 2005
- Ohio created a new educator licensure system in 2009
- Ohio received a Race to the Top award in 2010
- Ohio made a commitment to implementing a comprehensive teacher and principal evaluation system in 2011

The Center for the Teaching Profession is the organizational unit within ODE that is focused on excellence in teaching and on improving Ohio’s education human-capital-management system. Staff in this Center communicate daily with Ohio’s educators regarding the state’s educator reform initiatives – including teacher and principal evaluations, certification and licensure requirements, and professional development opportunities and requirements.

ODE’s senior leadership meets with representatives of the Ohio teachers unions on a monthly basis. The ESEA flexibility opportunity has been an agenda item during recent meetings, including Ohio’s specific plans in Principle 3. Finally, ODE has developed an ESEA flexibility website for more information about the ESEA waiver opportunity and created an email portal for individuals to submit comments about the flexibility. Ohio’s educators have received these communiques and been provided with an opportunity to provide comments.

In the summer of 2011, staff from the Governor’s office conducted 18 meetings with educators across the state to understand sentiments on issues ranging from evaluations to compensation. In addition to the meetings, they received approximately 1300 emails.

Ohio’s proposal for Principle 3 has benefited from these various forms of engagement with educators. The Ohio Principal Evaluation System (OPES) was developed collaboratively with education associations and the Ohio Teachers Evaluation System (OTES) was developed collaboratively with representatives of teachers,

principals, superintendents and the higher education community. Throughout the development of the evaluation systems, focus groups were convened, internal and external reviews were conducted, and feedback from administrators and Educational Service Centers was solicited and received. These evaluation systems were reviewed and approved by the State Board of Education (SBOE) and the Educator Standards Board. (The Educator Standards Board is made up of 21 individuals forming a diverse group of educators and association representatives.) The evaluation systems are now undergoing field testing. As part of this process, 36 LEAs have provided feedback and approximately 140 teachers and evaluators have provided input via electronic surveys and/or face to face focus groups. Ohio will continue to solicit feedback as the piloting process continues.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Ohio believes that any successful application and more importantly, the implementation of the provisions of an approved application, must be clearly understood and discussed with as many individuals and stakeholder groups as possible. For years, Ohio has been at the forefront of innovation based, in great part, on the coordinated effort and proactive engagement required to ensure continuous and lasting reform. Seizing upon the opportunity for ESEA flexibility provided by the US Department of Education (USDOE), ODE implemented a robust outreach strategy to engage and solicit input from diverse parties, including legislators, educational organizations, educators, administrators, parents, business and community-based organizations, non-public schools, representatives of minority and civil rights organizations, English language learners and students with disabilities.

#### **ODE ESEA Flexibility Committee**

Upon the announcement of USDOE's flexibility opportunity, ODE formed an internal workgroup comprised of senior leadership staff. The purpose of this group was to develop a high quality ESEA flexibility request that would provide a continuing impetus for Ohio's education reforms, and to seek out the input and support of interested and impacted stakeholders. Individual senior staff were assigned to oversee the development of each section of the request according to the USED's waiver principles and assurance areas. The committee also formed sub-committees which met regularly to discuss strategies for developing the request based on stakeholder input and engagement.

#### **State Board of Education (SBOE)**

Over the last few years, ODE and the SBOE have been strong advocates for flexibility regarding many of the provisions for which flexibility has been proposed by the USDOE. Annually, the SBOE approves a federal legislative platform which consists of recommendations on authorizations and appropriations. These platforms are shared and discussed with Ohio's Congressional delegation and are informed by the input for a variety of stakeholders. Most recently, in May 2011, Ohio's SBOE began developing an ESEA platform consisting of discrete recommendations for the reauthorization of ESEA. Many of the USDOE's ESEA flexibility provisions are reflected in the SBOE's ESEA platform. The platform was officially approved at the January 2012 meeting.

With regard to the specific waiver application, Ohio's Superintendent of Public Instruction provided an update to the SBOE during the November, December, January and February Board meetings. At the January Board meeting, ODE senior staff led an in-depth ESEA flexibility discussion with the Board. At the February meeting, the Board allocated time to review and provide final input on the flexibility request.

**Legislative Leaders**

Education has always been a top priority for Ohio's General Assembly. Typically hundreds of education-related bills are introduced and several are enacted and become law during any particular two year session of the General Assembly. Most notably, the General Assembly approves a biennial education budget that generally contains significant education policy reforms. In July 2011, Governor Kasich signed into law Am. Sub. House Bill (HB) 153, the biennial budget for the 129<sup>th</sup> General Assembly, which contained significant education reforms cited throughout this request. Additionally, Ohio's statutes – the Ohio Revised Code (ORC) -- aligns to federal statutes and, in many circumstances, contains detailed language referencing federal laws and regulations.

The key role that the General Assembly plays in education requires that the state stay in continuous communication and seek the input of key legislators at any time that policy reforms are being considered. In fact, in light of the importance of education to Ohio legislative leaders, ORC Section 3302.09 specifically requires any changes to ESEA, as currently authorized under No Child Left Behind, to be approved by a concurrent resolution of both the House of Representatives and Senate. ODE discussed the flexibility request with the chairmen of the House and Senate Education committees.

**Office of the Governor**

Since the announcement of the flexibility opportunity, ODE began having regular consultations with staff from the Governor's office to discuss the details and process for developing the state's application. The Governor's office has been kept abreast of ODE's outreach and provided key input into each of the principle areas of Ohio's request.

**Education Associations**

One of the first stakeholders that ODE approached regarding the proposed ESEA flexibility was the Buckeye Association of School Administrators (BASA) – Ohio's association of school district superintendents and other local school leaders. BASA has assisted in facilitating meetings between ODE staff and representatives from other Ohio education associations to discuss this opportunity and solicit input and commentary. Organizations that were involved in these discussions included: the Ohio Association of School Business Officials (OASBO), the Ohio Association of Elementary School Administrators (OAESA), the Ohio Association of Secondary School Administrators (OASSA), the Ohio Educational Service Center Association (OESCA) and the Ohio School Boards Association (OSBA). These meetings confirmed the viewpoints and feedback ODE has received in other encounters with these organizations over the last several years as well as from their input and contributions to the development of the SBOE federal platforms. These organizations expressed their commitment to rigorous standards, increasing student academic achievement and stronger accountability, and support the opportunity to gain enhanced flexibility in exchange for greater accountability. Generally, these organizations raised concerns with the current Adequate Yearly Progress (AYP) and supplemental education services (SES) and asked for more funding flexibility. ODE has addressed those concerns in its application and these organizations have submitted a letter of support for ODE's waiver (Attachment 2). Below are examples of the meetings and dates when ODE made presentations and solicited input on the ESEA flexibility waiver:

- BASA Regional Meetings: November 3, 4, 8 and 9 of 2011
- Ohio Association of Local Superintendents Annual Conference: January 19, 2012
- Ohio Model Schools Conference: February 1, 2012
- Education association meeting: February 8, 2012

**English Language Learners (ELL), Minority Groups, Students with Disabilities (SWD)**

As part of Ohio's engagement strategy, ODE met directly with representatives of minority groups and students with disabilities to discuss Ohio's ESEA flexibility request. ODE sought specific recommendations from these critical stakeholders. Representatives, educators and other individuals who either work with or

have an interest in the educational services and opportunities for ELL students and students with disabilities submitted comments to our ESEA flexibility portal or provided letters for incorporation into our request. ODE also participated in telephone calls with the Ohio Civil Rights Commission. As part of our outreach, ODE officials provided information on the opportunity provided by the USDOE to states, the ESEA flexibility provisions that may be impacted and what cannot be changed, and sought comments. From the comments ODE received from the email portal, the majority were submitted from individuals interested in the impact of the ESEA flexibility request on English language learners. ODE carefully reviewed the input and feedback as the request was developed. Ohio's Lau Resource Center discussed the ESEA flexibility with the ELL advisory committee. The ELL advisory committee forwarded three main points for consideration for Ohio's request: 1) use the LEP (OTELA) assessment to replace the ELA state language arts assessment for ELLs, at least for those at the beginning level of proficiency; 2) allow the exemption of students with disabilities on the OTELA if it states in their IEP that they are not able to test in certain domains (listening, speaking, reading and/or writing); and 3) do not "punish" districts for LEP students who need more years to graduate and do not meet the current 4-year method of calculating the graduation rate for accountability purposes.

Furthermore, ODE staff met with individuals representing with the SWD community who expressed concerns about transparency of data, 1% cap for students using alternate assessments, minimum N size, funding, and impact with IDEA regarding assessments and identification of special needs students. ODE gave great consideration to these comments and Ohio's request demonstrates a strong commitment to disaggregated reporting, and developing more rigorous standards and assessment for all students. Ohio's request will not impact the 1% cap issue or the minimum N size that was mentioned by the SWD community.

Below are examples of the audience and the dates when ODE presented or communicated on ESEA flexibility:

- ELL advisory committee: November 10, 2011 meeting; January 19, 2012 and February 2, 2012 communiques
- Representatives for Students with Disabilities: January 11, 2012

### **Committee of Practitioners**

ODE met with and discussed the ESEA flexibility opportunity with the Committee of Practitioners (COP). The COP consists of a diverse group of representatives from the education community, including teachers, administrators and federal program officials. The committee provided ODE with input that was incorporated into Ohio's request. Meetings or conference calls with the COP were held on the following dates:

- November 17 & 18 2011
- February 6, 2012
- February 16 & 17, 2012

### **School Options (Charter Schools and Non-Public)**

Ohio is a diverse state with a multitude of education options for students, ranging from charter schools, open enrollment opportunities, dual enrollment, and scholarships to attend or receive services from non-public entities. Ohio has 354 charter schools (known as "community schools" in Ohio) and 758 chartered non-public (private) schools. As such, key stakeholders for ODE are the students and parents seeking alternatives from the traditional education setting and the schools and educators that offer these services. ODE provided its non-public advisory committee with information on the ESEA flexibility and sought input. The non-public advisory committee inquired about how Ohio's request will impact the equitable participation provisions for non-public school students. Ohio request will not impact the requirement of equitable participation of non-public students. ODE also provided information via various communiques to both its non-public and community school audiences regarding the ESEA flexibility and opportunity to provide

comments through the email portal. Attached to this requests are example communiques with the school options community and below are examples of the audiences and dates when ODE communicated on the ESEA flexibility:

- Non-public advisory committee: January 19, 2012
- Community schools newsletter: February 2012

### **Business, Non-profit and Community Organizations**

ODE has discussed the ESEA flexibility waiver application with business, non-profit and community organizations. This outreach included local Chambers of Commerce, the Ohio Business Roundtable and Battelle for Kids. Below are the meetings and dates when ODE presented or discussed the ESEA flexibility waiver application:

- Greater Zanesville and Muskingum County Chambers of Commerce: January 17, 2012
- Cleveland City Club: January 26, 2012
- Springfield Rotary Club: January 30, 2012
- Ohio Business Roundtable: January and February 2012
- Battelle for Kids: January and February 2012

### **ODE Website and Email Portal**

ODE created an ESEA flexibility waiver website to provide information to the public on the ESEA flexibility opportunity and to solicit public commentary and suggestions. This website is intended to be an on-going effort and expand as more information becomes available. This website also provides the public with an opportunity to submit comments through an email portal. The website may be accessed [here](#) and the email portal is [eseawaiver@ode.state.oh.us](mailto:eseawaiver@ode.state.oh.us) (See Attachment 2).

### **Communiques**

As mentioned above, ODE provided various communiques to a wide range of stakeholders announcing the ESEA flexibility opportunity and the soliciting input from recipients. Those communiques ranged from email distributions to newsletters, and included the following:

- EdConnections
- Emails to various stakeholder groups
  - Committee of Practitioners
  - Non-Public school representatives
  - Charter School representatives
  - Advocates for Students with Disabilities
  - ELL groups

### **Compilation of Stakeholders Feedback**

Below is a compilation of the participation of meetings and conference calls as well as the correspondence received via the email portal and other methods.

Feedback Method	Number
Questions and comments received through Portal	30
Website Visits	307



## EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

**Overview of SEA's Request for the ESEA Flexibility**

Ohio has a vibrant history of setting ambitious but achievable goals in the face of daunting challenges. As outlined by the state's Race to the Top (RttT) commitments, Ohio has pursued its future with courage, fortitude and intelligence. However, the comprehensive reform strategies outlined in the state's RttT Strategy must continue to expand beyond 2014-2015 to adapt to the ever-growing demands and challenges of an interconnected global economy. Simply stated, Ohio's education system must be grounded in a culture of continuous improvement that anchors itself in what students need for their future—not for the present.

*Continually improving student achievement for all Ohio's children remains the State's most pressing social and economic imperative.* Ohio's students must be fully equipped to flourish in an increasingly competitive and integrated global economy. As Ohio emerges from the recent economic downturn, it must build on the industrial and agricultural pillars that forged this State and embrace growing fields such as advanced energy, environmental technologies, biosciences, polymers, advanced materials, and aerospace.

Ohio cannot thrive in the 21st century without driving dramatic improvements in educational outcomes for all children in the State. Ohio is not a "one size fits all" State. Its education landscape includes a diverse range of communities -- suburban enclaves to urban centers to Appalachian villages, all filled with students eager to learn and succeed -- 614 school districts, 354 charter schools, 1 STEM school, and 72 joint vocational schools serving approximately 1.86 million children daily. Students presently speak more than 80 different languages and attend from homes wherein 45% of Ohio's school children are economically disadvantaged.

Ohio understands the severity and magnitude of this challenge and is fully committed to meeting it. Successfully transitioning from its historical industrial-based economy to one based on innovation and emerging technologies requires Ohio to significantly improve student achievement across all segments of the

population, raise college-ready high-school graduation rates, and increase the percentage of Ohio students who receive a strong college education defined by standards of absolute achievement and growth.

There is a shared consensus among leaders in Ohio including ODE, the SBOE, school districts and charter schools, educators, the Ohio Board of Regents (OBR), elected officials, parents, and businesses that *providing a college- and career-ready education to all the State's children is a social and moral obligation that cannot be ignored.*

Over the past two decades, Ohio has developed, implemented, and refined an aggressive and comprehensive education reform agenda to make good on this obligation. Ohio's existing reform agenda is integrated with the principles and four assurance areas of RtT. This ESEA Flexibility waiver request will continue to strengthen Ohio's vision that, *"All students start ready for kindergarten, actively engage in learning, and graduate ready for college and careers."*

Ohio's request for an ESEA waiver is driven by the belief that continued progress will be enhanced by the adoption of a unitary state/federal accountability system that: sets standards for student learning that ensure readiness for college and careers; calls out and remediates performance gaps; expects continuous improvement of schools and districts; rewards strong performance; and aggressively addresses low performing schools and districts. The four principles for improving student academic achievement and increasing the quality of instruction detailed in this waiver application are well-aligned with the reform efforts currently underway in the state. Already Ohio has developed a framework for principal and teacher evaluation systems, adopted new statewide curriculum frameworks incorporating the college- and career-ready Common Core State Standards, refined social studies and science standards, and implemented aggressive strategies for turning around our lowest performing schools and districts.

However, actions to date must continue to be strengthened. This proposal seeks to enhance the state system by refining the current accountability system, replacing adequate yearly progress, and introducing a new goal to cut the state's proficiency gaps in half by 2017, thus reducing by half the proportion of students who are not college and career ready. To measure progress and hold itself accountable for these aggressive goals, the state proposes to set new annual targets for the state and each school district, school, and subgroup performance to reduce proficiency and achievement gaps. Such action will permit Ohio to enhance its ability to identify schools and districts with the largest gaps in proficiency and achievement to further differentiate interventions by accountability status. Ohio is determined and committed to enhancing reform efforts to support every school where students struggle while incentivizing a culture of continuous improvement.

Reform has defined public education in Ohio for nearly two decades. While the state has outpaced others in the nation in achievement, the work remains unfinished. This waiver will provide the flexibility needed to continue to further increase graduation rates, create the clear and coherent system of accountability necessary to aggressively address low performance, call out and remedy proficiency gaps, enable continuous improvement, and recognize and reward strong performance. The pathway forward is long, but clear; the necessary changes and new approaches will not be easy, but are critically important. Ohio's children cannot wait and the state will act boldly now by seeking flexibility with accountability for results via this ESEA waiver.

## Ohio ESEA Waiver: Theory of Action

### OHIO'S VISION

All students start ready for kindergarten, actively engage in learning, and graduate ready for college and careers.

### STRATEGIES (If...)

#### College and Career-Ready Expectations:

1. Common Core Standards and State Revised Standards
2. Extended Standards for Students with Cognitive Disabilities; English language proficiency standards; New fine arts, world languages and financial literacy standards; Birth to K entry standards
3. New PARCC Assessments
4. Ohio Core graduation requirements
5. Instructional Improvement System – Curriculum Models and interim assessments
6. Access to post-secondary courses

#### Effective Instruction and Leadership:

1. Ohio Teacher Evaluation System
2. Ohio Principal Evaluation System
3. Appropriate and meaningful professional development
4. Aligned Teacher Preparation Programs

#### Recognition, Accountability and Support:

1. Accountability System
  - a. Indicators
  - b. Performance Index
  - c. Subgroups (AYP)
  - d. Value Added
  - e. Transition measures
  - f. Achievement gap measure
  - g. Gifted measures
2. Recognition/Identification
  - a. Current Recognition System
  - b. New Schools of Honor
  - c. Priority Schools
  - d. Focus Schools
3. Supports
  - a. Differentiated Accountability Model / Ohio Improvement Process
  - b. Race to the Top/School Improvement Grants
  - c. Executive Principal Leadership Program
  - d. Ohio Network for Education Transformation
  - e. One Plan

### OUTPUTS (Then...)

#### Quality of Instruction:

Better standards, better supports, and feedback from teacher and principal evaluations result in increasing the quality of instruction that takes place every day in classrooms across the state.

#### Culture of Continuous Improvement:

Teachers, principals, school buildings, districts and the state have better data (quantitative and qualitative) that can be used to drive continuous improvement. Efforts are focused on the students, principals, buildings and districts that need the most improvement to increase student achievement and progress.

#### Public and Community Support:

Increase public understanding to support providing all students with the academic preparation needed to succeed in college and career pathways.

### OUTCOMES (And, then...)

By 2020, as a result of Ohio's Race to the Top Strategy, House Bill 153 enactment, and our ESEA Waiver Request, Ohio will:

- further increase the state's on-time graduation rate by .5% each year post RTT;

-further reduce the graduation rate gaps by 50% post RTT;

-further reduce performance gaps by 50% post RTT;

-further reduce the gap between Ohio and the best-performing states in the nation by 50% post RTT, and;

-further increase the number of students who graduate from high school remediation-free for college and careers.



## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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### 1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

ODE is committed to an aggressive transition to the state’s adopted college- and career-ready standards. Ohio’s college- and career-ready definition is to ensure all students “Start Ready and Graduate Ready” from their PreK-12 learning environment, qualified for success in a degree or credential-granting postsecondary education program, without remediation, and advanced training for a career of choice. Student readiness for college and careers includes:

- **Content Knowledge:** A deep core-content knowledge in academic and applicable technical content;
- **21<sup>st</sup> Century Skills:** The effective use of academic and technical skills (e.g., research, problem-solving, systems thinking);
- **Readiness Behaviors:** The acquisition of readiness behaviors such as goal-setting, persistence and resourcefulness;
- **College and Career Survival Skills:** The acquisition of knowledge and skills needed to navigate successfully within the world of higher education and world of work.

Ohio has a history of a strong and seamless alignment of academic expectations PreK-16. In 2006, OBR developed the College Readiness Expectations in English and mathematics, a statement of essential knowledge and skills needed for success in the first college-level, non-remedial courses in English and mathematics. The Expectations inform both the statewide guaranteed credit transfer system and the public higher education institution placement policy.

Ohio's commitment to college- and career-readiness is further evident in two areas of state law. First, ORC Section 3313.603(C) (enacted by Senate Bill (SB) 311 of the 126<sup>th</sup> General Assembly) establishes "Ohio Core" graduation requirements beginning with the graduating class of 2014, which include:

- English language arts (ELA) - 4 units;
- Health - ½ unit;
- Mathematics - 4 units;
- Physical education - ½ unit;
- Science - 3 units;
- Social studies - 3 units; and
- Electives - 5 units.

HB 1 of the 128<sup>th</sup> General Assembly mandated a new college- and career-ready education system comprised of rigorous college- and career-ready standards in the core subject areas (ELA, mathematics, science and social studies), model curricula aligned to the standards and new assessments that measure college- and career-readiness.

As a result of this legislation, Ohio adopted the Common Core State Standards (CCSS) in English language arts and mathematics. The state also engaged in its own process to revise and adopt new standards in science and social studies. In addition to the core subject areas, fine arts and world language standards will be revised, and financial literacy standards will be developed as delineated within the timeline below.

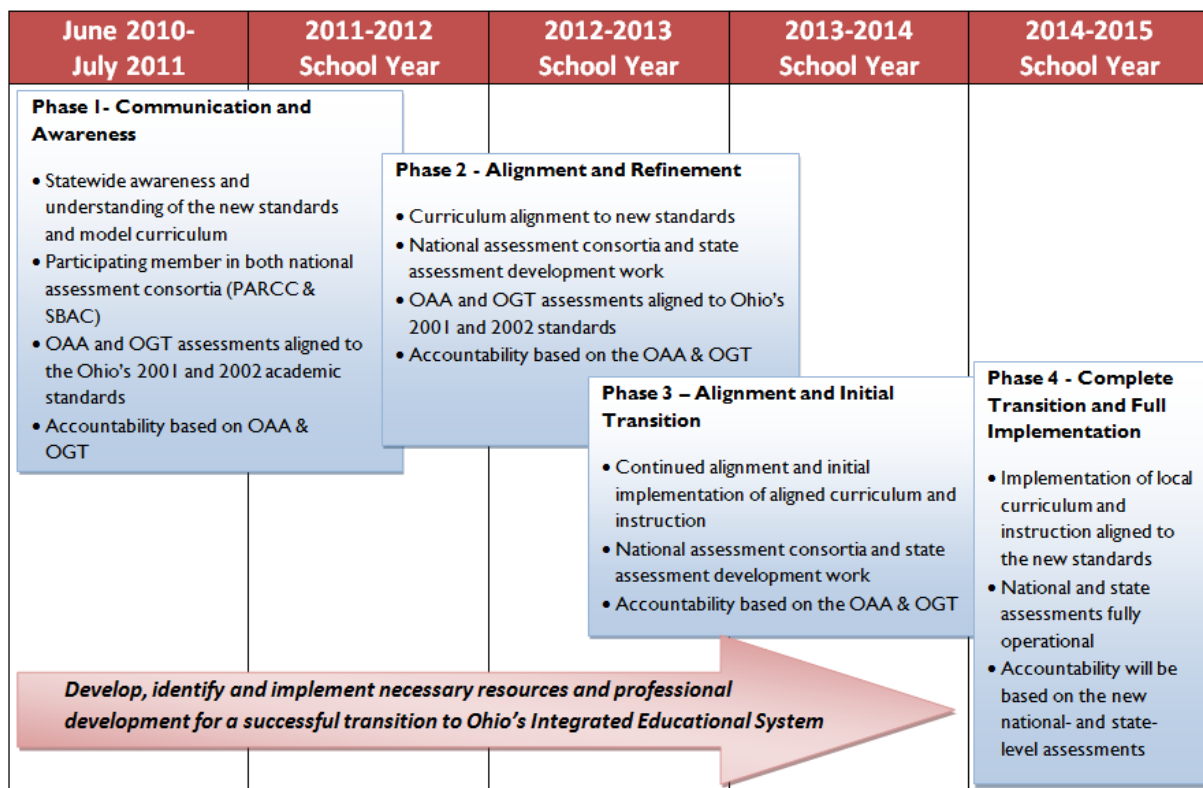
Ohio's Timeline for the New Educational System		
Subject Area	Adoption Date	Implementation
English language arts	June 2010	2013-2014
Mathematics	June 2010	2013-2014
Science	June 2010	2013-2014
Social Studies	June 2010	2013-2104
Fine Arts	June 2012	2013-2014
Model Curricula aligned to Core Standards	March 2011	2013-2014
World Languages	June 2012	2013-2014
Financial Literacy*	June 2012	2013-2014

\*New Standards development

Ohio also is expanding its Early Learning Standards for birth-to-Kindergarten entry to include all domains of school readiness, including language and literacy, cognition (mathematics, social studies and science), approaches to learning, social-emotional development, and physical well-being and health. The standards-revision work will include infant-toddler standards and preK standards that are fully aligned with the K-12 CCSS.

Transparency is vitally important in a transition process. Internal and external stakeholders need to know when and what changes will occur from year to year to ready themselves for full transition and implementation. ODE created and disseminated a timeline that communicates the transition in four phases, as illustrated below:

## Ohio's Transition Timeline



The four phases include:

1. **Communication and Awareness:** This phase involves communication to all audiences (e.g., educators, parents, policymakers) about the importance of college- and career- readiness, including the why, when and what changes to the educational system will occur to get there.
2. **Alignment and Refinement:** This phase supports the change process that will occur at the state and district levels to support college- and career-readiness (e.g., curriculum alignment, teacher preparation and growth).
3. **Transition and Implementation:** Phase 3 supports opportunities to learn and the application of change. For example, at the state and district levels, transition work is complete, revised curriculum is implemented and assessment items are field-tested.

4. **Complete Implementation:** The final phase represents full implementation by introducing the new assessment and accountability systems and is a platform to evaluate the results of a complete college- and career-ready system.

ODE's four-phase transition and implementation plan is supported by key activities in the following areas:

- Alignment Between Current and New Standards;
- Accessibility for All Students;
- Public Outreach and Dissemination;
- Professional Development and Supports for Teachers and Administrators;
- High-Quality Instructional Materials and Resources;
- Access to College-level or Accelerated Courses;
- Integration of Standards into Teacher and Principal Preparation Programs; and
- Leveraging Existing Assessments and Planned New Approaches.

#### **Alignment Between Current and New Standards**

ODE conducted gap analyses between the current standards and the revised college- and career-ready standards to identify similarities and differences. The state subject-specific advisory committee and writing teams were engaged to develop crosswalks between the existing and new standards and comparative analyses documents. The comparative analyses documents are subject-specific and reveal new content and skills, similar content and skills, and content and skills no longer addressed in the new standards by grade-level and grade-band.

ODE has used these analyses to inform the transition to the new standards. ODE has incorporated the crosswalks and comparative analyses documents into state-offered professional development and has posted the comparative analyses and crosswalk documents by subject area on the ODE website at the following link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699>.

Additionally, in the fall of 2011, high school educators, content experts and higher education faculty were convened to explore the alignment between the CCSS and the 2007 OBR College Readiness Expectations for English and mathematics. This work was conducted collaboratively with staff from ODE and OBR, and led to the refinement of the College Readiness Expectations.

This work also has been informed by the productive working relationship Ohio has developed with the Achieve organization. In the past, this work has included:

- Alignment of the 2001 Ohio Content Standards to the American Diploma Project (ADP) standards for mathematics and ELA;
- Alignment of Ohio Board of Regents expectations for college-readiness with the 2001 Ohio Content Standards and the ADP standards for mathematics and ELA; and
- Development of course standards and assessments for Algebra I and Algebra II by a consortium of states. Ohio was the lead procurement state for this project, which has helped inform the development of the current consortia for the CCSS-aligned assessments.

In fall 2010, 52,647 recent Ohio high school graduates enrolled in Ohio public colleges and universities as first-time freshmen. In all, 73 percent of these freshmen enrolled in public universities and 27 percent enrolled in public community colleges. The percentage of students that continue their studies after high school is a positive development, but a large proportion of them are not prepared for college-level work in

either mathematics or English. Ohio's remediation rates for fall 2010 among public institutions of higher education show that 41 percent of recent high school graduates enrolled in at least one developmental education course in the first year of college: 34 percent enrolled in developmental mathematics courses and 19 percent enrolled in developmental English courses. Initial preparation for college-level work is a critical factor in student success rates. For example, among a cohort of first-time freshmen enrolling in Ohio's public community colleges and universities in fall 2004, 13 percent of those who took developmental coursework in their first year earned a bachelor's degree within six years, compared to 48 percent of those who did not take developmental courses in their first year. Strategies for improving college success rates include both reducing the need for developmental courses through better preparation in high school and improving outcomes for students who begin college with developmental course needs.

Ohio's higher education system has been charged by recent legislation to establish remediation-free standards in mathematics, science, reading and writing by December 2012. Like the current Board of Regents college-readiness standards, these standards will inform campus placement policies and give students, teachers, and faculty a clear message on the knowledge and skills expected of students when they enter college. Both secondary and postsecondary faculty will collaborate to develop the remediation-free standards to ensure alignment across the PreK-12 and higher education content standards and assessment systems. It is expected that the university system will collaborate with PreK-12 representatives to:

- Evaluate data collected from campuses via survey and the Higher Education Information (HEI) System, about the effectiveness of the current placement policy benchmarks, as well as data collected from other states;
- Review academic content standards such as the CCSS, the College-Readiness Expectations, and learning outcomes for courses in Ohio's statewide guarantee transfer system, and link them with benchmark scores in English and mathematics;
- Recommend either 1) continuation of existing college placement benchmark scores or 2) update the benchmark scores used for placement;
- Recommend specific assessment tests and tools and identify benchmark scores to be used for placement purposes;
- Participate in the development of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments;
- Validate that the recommended benchmark placement scores are effective and correlate with student success in college; and,
- Recommend if the placement policy should be required for:
  - 1) Every student taking a nonremedial college course, or, instead, a recommended policy for specific groups of students demonstrating need (for example, students who graduated more than two years prior to enrollment, or students who did not take the ACT test);
  - 2) Placement into any nonremedial course, or only courses in the statewide guaranteed transfer system.

### **Accessibility for All Students**

Ohio's focus is to ensure that all students, including children with disabilities and English language learners, transition to postsecondary education prepared to enter a two- or four-year college or university and/or have the skills necessary to enable them to succeed in a career track leading to entry into the workforce. Ohio's goal is to utilize resources and raise awareness to lower the proficiency performance gaps between children with disabilities and their non-disabled peers and to support English language learners in reaching a level of proficiency in the English language that will aid them in attaining the knowledge and skills defined in the CCSS.



Toward these goals, Ohio is working on the following:

- **Extended academic content standards for disabled students.** In June 2010, Ohio adopted the CCSS for English language arts and mathematics as well as revisions to the Ohio science and social studies standards. Recognizing the need to make the academic content standards accessible for all students, Ohio has seized this opportunity to develop extensions to both the Common Core and Revised State Standards. The extended standards are designed to assist teachers in providing meaningful access to the state academic content standards for instruction of students with significant cognitive disabilities, while concurrently allowing the development of an adaptive on-demand, performance-based alternate assessment. The extended standards help to ensure that students with significant cognitive disabilities receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the high expectations of the Common Core and State Revised Standards.

The extended academic content standards were developed in grade bands. The grade bands were identified as K-2, 3-5, 6-8 and high school. By developing the strands into grade bands, they could be more readily reduced in breadth and complexity.

The initial draft of the Ohio Academic Content Standards-Extended was developed through the collaboration of a committee of educators including content experts, intervention specialists, general education teachers, parents and administrators representing all regions and demographics in Ohio. Subsequent drafts of the extended standards were reviewed by teams of ODE curriculum consultants and by focus groups facilitated by Ohio's State Support Teams (SST) through an online public feedback process.

In the coming months, the ODE Division of Learning will develop modules for informational, instructional and training purposes that will represent different content areas as well as different student cognitive levels. These modules will cover both using the extended standards in instruction and administering the new Alternate Assessment for Students with Disabilities (AASWD). The regional network of SSTs will begin professional development to school-based teams on awareness of the extended standards, documentation on the Individualized Education Program (IEP) and how to incorporate the extended standards into curriculum and instruction for students with disabilities beginning in fall 2012.

The Ohio Academic Content Standards-Extended are the foundation for the development of assessment tasks for new performance-based Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). The extended standards allow the development of high-quality tasks that comply with the federal requirements that the alternate assessment is linked to the grade-level content standards, although at less complex skill levels. Since ODE will have the extended standards available to the field by this spring (2012) with professional development for teachers, the tasks development can be completed in time to allow the new AASCD to be operational during the 2012-2013 school year. This new assessment will provide better measurement information for these students and allow for the measurement of student growth not available with our current portfolio assessment system.

- **New English language proficiency standards.** In November 2006, ODE developed English Language Proficiency Standards to serve as a resource for teachers and school staff who work with English language learners in Kindergarten through Grade 12. Ohio students represent more than 110 native or home languages, including Spanish, Somali, Arabic, Japanese, German, Russian, Vietnamese, Ukrainian, Korean, Serbo-Croatian, Albanian and Lao. The Ohio Test of English Language Acquisition (OTELA) was developed to measure the level of English proficiency of the English language learner. Ohio's English Language Proficiency Standards and the OTELA served

the students and schools well for what was intended at the time; however, the target has changed with the adoption in Ohio of the CCSS. Ohio also is working to develop English language proficiency standards to support English language learners in developing the language skills needed to participate successfully in Ohio's classrooms, meet high academic content standards, communicate effectively with others and participate fully in college and careers.

In October 2011, Ohio joined the State Collaborative on English Language Acquisition (SCELA), a multi-state consortia to develop English language proficiency expectations. Work has begun on the development of common English language proficiency expectations that align to the CCSS and the systematic examination of current state English language proficiency standards to identify similarities and/or differences across these standards and to inform considerations for common English language proficiency state standards. The standards that are being reviewed are the English language proficiency standards developed by each of the states in the consortium. The timeline for the completion of the standards is July 2012. Once the new English language proficiency standards have been approved, the next step is to develop a common English language proficiency assessment. The consortium has begun the search for development funds. Ohio is fully committed to the development of the standards and a new assessment to replace the OTELA. Through this commitment, Ohio is affirming its support of its many English learners to take the next step in preparation for college and career.

### **Public Outreach and Dissemination**

Providing awareness and understanding on college- and career-readiness and the CCSS has been a top priority for Ohio. The Ohio State Board of Education (SBOE) and ODE have made college- and career-ready the goal of their policy platform and the anchoring message of their communications strategy. Ohio is one of four states participating in "Future Ready" initiative of Achieve, Inc. This initiative has the goals of developing a statewide communications campaign to raise statewide awareness and understanding of college- and career-readiness and the Common Core standards. Through this project, ODE, OBR, the Thomas B. Fordham Institute, KnowledgeWorks, KidsOhio, the Ohio Grantmakers Forum, and Battelle for Kids are working collaboratively to create uniform messaging and outreach.

In February 2012, ODE hosted a webinar with PARCC on the transition to the new assessments, which had 700 registrants. Planning and preparation is currently underway to host a policy leaders forum on the new standards in February 2012.

Ohio is one of 35 states in the Achieve-led American Diploma Project (ADP) working toward closing the expectation gap between earning a diploma and being college- and career-ready for opportunities beyond high school. To close the expectation gap, ADP Network states have committed to the following four actions:

- Align high school standards and assessments with the knowledge and skills required for success after high school;
- Require all high school graduates to complete a college- and career-ready curriculum so that earning a diploma assures a student is prepared for opportunities after high school;
- Build assessments into the statewide system that measure students' readiness for college and careers; and
- Develop an accountability system that promotes college- and career-readiness.

To meet these commitments Ohio continues to work with the Achieve ADP in the following areas:

- Implementation of the CCSS in mathematics and English language arts ;
- Development of "Next Generation" Science Standards;
- Development of actionable communications and outreach plans around the college- and career-

- ready agenda through our participation with three other states in the Future Ready initiative; and
- **Development of PARCC assessments for mathematics and English language arts aligned to the CCSS.**

Ohio's current communication strategy, and the new one under development, include outreach to the following targeted audiences:

- **Educators (Teachers, Principals, Administrators):** ODE has a tremendous array of resources and communications vehicles targeted to Ohio educators. These range from presentations made by the State Superintendent of Public Instruction and other staff of ODE, to the dissemination of weekly communications on the progress of educational efforts and reforms in Ohio. This group also is segmented in support of targeted communications. For instance, the Office of Early Learning and School Readiness is notifying its state-funded preschool programs about the new standards through direct information sessions, ODE's website, webinars and the SST regional personnel. In addition, the office is providing information and resources to the Ohio Child Care Resource and Referral Network, the Ohio Head Start Association and other early childhood networks to provide awareness about the new standards.
- **Parents:** ODE has presented to the Ohio Parent-Teachers Association, is developing "quick read" cards that provide brief, clear explanations of both the Common Core and new assessments and is redesigning its website for increased accessibility.
- **Business Leaders and Associations:** A statewide speaking tour is underway by the State Superintendent. He will address civic clubs and local chambers of commerce to discuss the college- and career-readiness agenda. The meetings will take place between January and April 2012. Regional roundtables are being organized by the Ohio Grantmakers Forum in collaboration with ODE, to bring together business, foundation and civic leaders to discuss the need for college- and career-readiness.
- **Institutions of Higher Education:** Higher education is participating actively in the development and implementation of the standards and curricula, and also serves with ODE on the development teams for the PARCC assessment consortia.
- **Legislators, Policymakers and Opinion Leaders:** A College- and Career-Readiness Summit is being planned for February to give leaders a solid understanding of the college- and career-ready agenda and to initiate discussions on ways to work collaboratively to communicate a shared message.
- **Media:** ODE communication staff meets with news media editorial boards and maintains open lines of communication.

### **Professional Development and Supports for Teachers and Administrators**

Ohio's new standards (Common Core and state revised) were designed to support a deeper content knowledge and promote application in authentic ways at all cognitive levels. This is a paradigm shift for both students and educators. This new paradigm creates a significant need for robust and detailed professional development. ODE has responded to this need by creating a multi-year plan to provide professional development and training on the standards and model curricula for all teachers, K-12 who not only teach English language arts, mathematics, science and social studies, but also who work with students with disabilities, English language learners and students identified as gifted. The plan is comprised of four components:

- **Targeted Professional Development:** ODE has trained 147 regional educational personnel and 100 state-level content-specific experts in ELA, mathematics, science and social studies as regional content facilitators (RCF) to provide regional targeted professional development statewide for educators to support them in their transition to the new standards (Common Core and state revised) and model curricula. The targeted professional development opportunities offered this



year and over the next three years include in-depth study of the content in the standards, innovative instructional practices for all learners, curriculum revision, online assessment training, and support for formative and performance-based assessments. The first sessions, held from October to December 2011, reached more than 1,700 participants. Sessions resumed in January.

- **District-Level Professional Development:** A successful transition to the new standards is dependent upon not only state-level professional development, but also district-level professional development. To assist districts in their transition, Ohio has created a district-level transition timeline (Attachment 12) which provides guidance and support regarding transition activities that should be taking place each year.

A strong commitment to district-level professional development is evident in the RttT districts, as they are required to provide district-level professional development on the standards to staff. ODE has provided RttT district support and resources on the standards to advance this effort. Between July and December 2011, RttT districts have provided professional development to approximately 29,000 educators.

- **Tools to Support Professional Development:** ODE will provide a number of tools and supports for professional development activity. One such tool will be online professional development modules on formative instruction. This will be available to all educators statewide in the spring of 2012. The modules will focus on the foundations of formative instruction and demonstrate how to integrate formative instruction with subject-specific modules. The subject-specific modules will be available in English language arts, mathematics science and social studies for grades PreK-12.

ODE has developed a discussion guide to support teaching teams and/or professional learning communities in the implementation of the standards. Administrators will be encouraged to participate as instructional leaders.

- **Professional Development-Related Assessment:** Recently, Ohio became a governing member of the PARCC assessment consortia. Through the consortia, Ohio will have an opportunity to have state representatives trained at the national level to facilitate professional development sessions statewide on the implementation of Common Core standards and the PARCC assessment.
- **Professional Development around Students with Disabilities:** The Office for Exceptional Children also funds the Ohio Center for Autism and Low Incidence (OCALI) to implement a coordinated regional system of high-quality professional development (HQPD) and technical assistance on CCSS for students with disabilities. Within the 2011-2012 school year, OCALI will identify the professional development needs for increased academic achievement for children with disabilities within 16 SST regions and begin systematic training to the SSTs who will coordinate and deliver training within local school districts.
- **Early Childhood Professional Development:** Content standards professional development modules currently offered through Early Childhood Quality Network (ECQnet) specifically address English language learners, children with disabilities and at-risk populations. Professional development is provided statewide by regional SSTs and Child Care Resource & Referral Agencies to early childhood educators in school districts, community child care, family child care providers and Head Start programs as needed. ODE's Formative Instructional Practices professional development supports implementation of Ohio's Content Standards PreK to Grade 12 currently in development. Recently, Ohio was awarded the Race to the Top Early Learning Challenge

Grant, which includes a provision to expand the Formative Instructional Practices Modules for teachers' birth through kindergarten entry.

As part of the transition to college- and career-ready standards, ODE's Office of Early Learning and School Readiness has conducted overview trainings on the new PreK content standards and accompanying Model Curriculum in English language arts, mathematics, science and social studies for Ohio Child Care Resource and Referral Agency regional professional development staff. ODE designed and delivered the pilot standardized professional development PreK Standards: Format, Structure and Implications for Implementation to 50 preschool, preschool special education and Head Start teachers in Columbus City Schools, and received feedback and revised professional development based on comments from these teachers.

Standard professional development offered through the Early Childhood Quality Network was revised to address new PreK standards. The ECQnet Faculty Orientation overviewed the new standards and Model Curriculum. ODE made standardized PreK standards professional development available to major regional professional development providers throughout the state to offer to districts, community child care and Head Start programs. This professional development is approved for both ODE and Step Up To Quality in-service training credit. ODE is delivering PreK standards and model curriculum overview professional development at the Ohio Head Start Association, Inc. Conference, and is scheduled to deliver the PreK Standards/Model Curriculum overview at Ohio's Early Care and Education Conference.

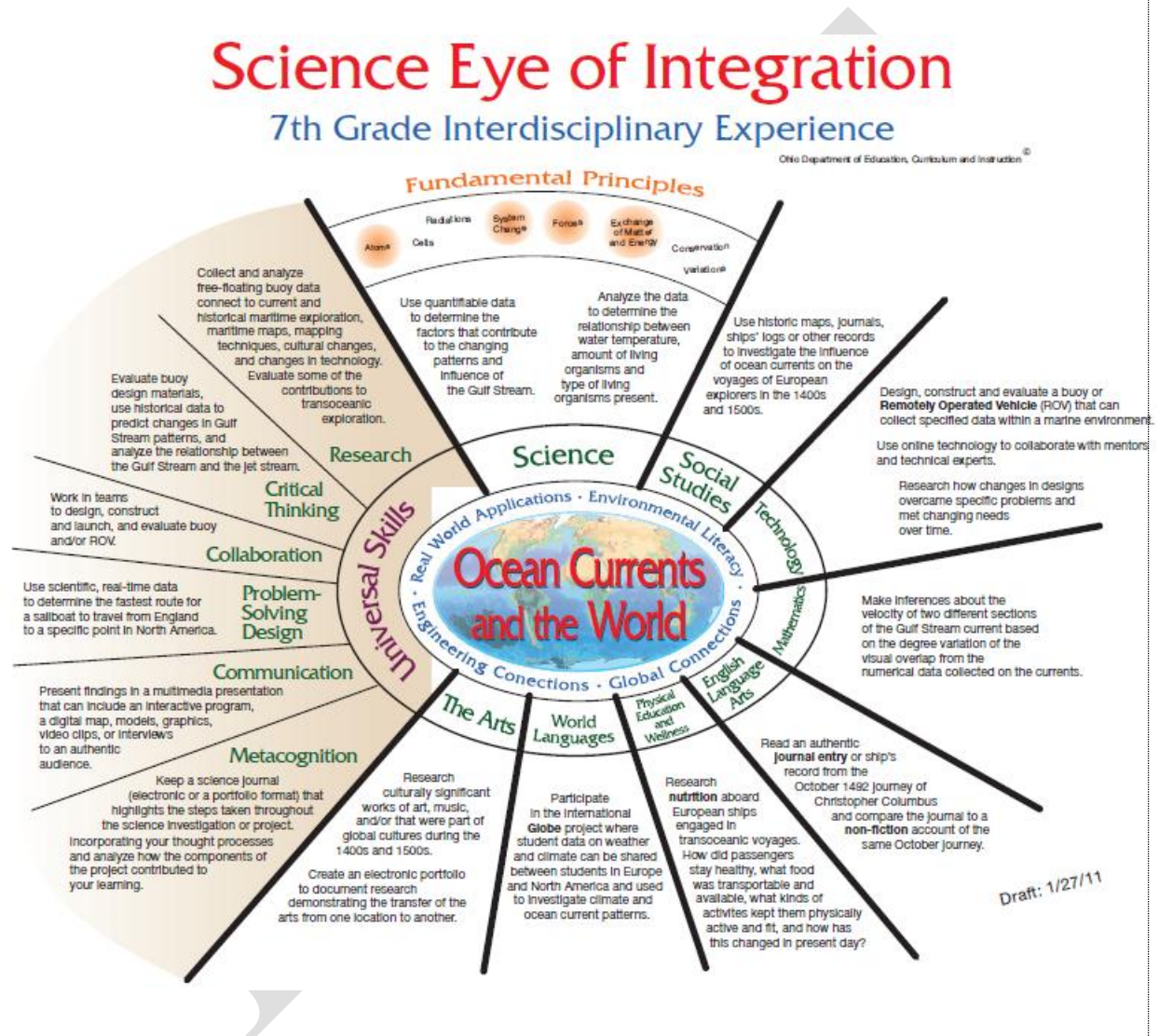
- **Professional Development for Principals:** An Instructional Leadership professional development module will be developed to prepare principals and other administrators in becoming not only informed of the PreK standards and model curricula, but in those aspects necessary to serve as instructional leaders in early childhood education programs in general. ODE also is working collaboratively with Ohio's elementary and secondary principal's association to develop professional development for principals in the spring of 2012.

### High-Quality Instructional Materials and Resources

Ohio has developed high-quality instructional materials and resources aligned to the standards. The resources support the teaching and learning of all students including students with disabilities and English language learners. Resources include:

- **Model Curricula:** Ohio has developed model curricula aligned to the Common Core and state revised standards which provide more in-depth information on the content and skills within the standards, instructional strategies and resources, and ways to evaluate student progress toward meeting standards. In total, 774 model curricula units have been developed for Grades K-12 in English language arts and mathematics and PreK-12 in science and social studies. Every model curricula unit contains strategies and resources for educators who support students with disabilities, students identified as gifted and English language learners. The model curricula also include resources that connect Universal Design for learning to the CCSS. Additional model curricula also are in development for PreK English language arts and mathematics and will be available in spring 2012.
- **Webcasts:** Ohio has developed instructional webcasts on the revised standards and model curricula and supports the regional professional development and training opportunities for all educators.
- **Emphasizing Interdisciplinary Connections:** Ohio is particularly focused on supporting interdisciplinary connections as part of content delivery. These connections encourage students to

synthesize knowledge and skills, and demonstrate their understanding by considering methodologies or insights from multiple disciplines to solve problems. Ohio has developed the “Eye of Integration” as a tool that facilitates this approach by integrating concepts and skills across content areas and applications. Its purpose is to encourage depth, rigor and relevancy in Ohio classrooms. A sample is shown below. The tool includes a topic, essential question, or big idea, incorporates universal skills or 21<sup>st</sup> Century Skills, and includes content-area specific integration. Explanations of the Eye of Integration by content area are available on the ODE website. Additional efforts are taking place to develop the Eye of Integration into an interactive tool.



As illustrated here, ODE has developed and will continue to develop resources to support the transition to the new standards and will monitor and evaluate the use of resources for effectiveness:

## Statewide Resources and Support

Resource	Release Date
K-12 standards crosswalks in English language arts, mathematics, social studies, and science	2010-2011
Parent Guides for Common Core ( <a href="http://www.pta.org">www.pta.org</a> )	2010-2011
Advanced Placement Network Website	2010-2011
Regional Standards awareness and professional development sessions	2010-2012
Model curriculum aligned to the newly adopted standards	2011
Curriculum Crosswalks	2011-2014
Comparative Analysis Documents	2011-2014
Guidance Document for evaluating resources	2011-2012
Innovative Learning Environments (ILEs)	2011-2012
Webcasts, podcasts, and videos	2011-2014
AP Workshops	2011-2014
High School Higher Ed. Alignment Project	2011-2014
Web-based formative instruction modules	2011-2014
Guidance document for designing and evaluating formative instruction	2012-2013
Opportunities for educators to contribute to model curriculum	2012-2014

### Access to College-level or Accelerated Courses

ODE is committed to increasing student access to more rigorous and challenging postsecondary curricula. The Ohio Board of Regents (OBR) is working with universities and community colleges to increase access to high-quality dual-enrollment programs. Two- and four-year public institutions now are required to offer courses approved through the statewide guaranteed transfer system to students enrolled in dual-enrollment programs. This will help demystify the dual-enrollment process and ease credit transfer between campuses. OBR has taken additional steps to improve the instruction in dual-enrollment classrooms so that all students benefit from the experience and content expertise of college faculty. OBR is working with universities to create new degree programs and professional development opportunities so teachers will be appropriately credentialed to teach in high school and college. These programs will include teaching pedagogy required to obtain Ohio teaching licenses and the advanced content required by the Board of Regents to teach college courses. Ohio high school students will benefit by taking dual-enrollment courses taught by appropriately-credentialed faculty, thus 1) increasing the rigor of the course, 2) aligning the course with the statewide guaranteed transfer system, 3) preparing for college placement tests and 4) decreasing costs and time-to-degree for Ohio's students.

Ohio teachers will earn college credit in advanced content, thus 1) increasing the rigor of all courses taught by the teacher and 2) contributing to building a pool of K-12 teachers qualified to teach college-level courses in high schools and on college campuses.



Ohio offers a number of successful dual credit delivery models, including:

- Postsecondary Enrollment Options:** Ohio's Postsecondary Enrollment Options (PSEO) Program was created to enable high school students in Grades 9 through 12 to earn college and high school graduation credit through the successful completion of college courses. Additionally, there are a significant number of examples across the state of specific programs whereby high school students are given opportunities to earn college credit through either Early College High School models or collaborative partnerships between high schools and colleges or universities.

Postsecondary Enrollment Data	SY11 PSEO Stds	SY11 Total HS Enroll	SY10 PSEO Stds	SY10 Total HS Enroll
Total of PSEO Enrollment	14,861	591,641	14,142	599,662
Percentage of PSEO Enrollment	2.5%	--	2.4%	--

- Advanced Placement (AP):** Traditionally, AP courses do not include students of color or students in poverty in a significant number. In fact, many of the schools that these students attend have a majority of white students in AP classes, thus creating a segregated learning environment and one that is counterintuitive to access and equity. Through Ohio's RttT grant, ODE is taking steps to change this disparate treatment by making this a focus, including developing a series of strategies to increase the number of underrepresented students in AP courses and to provide the necessary supports to these students in their schools. Through a partnership with the College Board, ODE will provide training, support and funding to schools with fewer than three AP courses to increase both the AP course offerings, as well as the number of teachers trained to teach AP.

Another component of our Ohio's RttT grant is to identify achievement gaps relative to AP participation in traditionally high-performing school districts and charter schools. Too often, students of color and those living in poverty who attend high-performing schools fall between the cracks because their low achievement is hidden in the midst of outstanding scores by their age mates. Small grants will be provided to 25 schools to analyze the health of their AP program and identify the types of students engaged in these courses. As a result of this analysis, each school will develop an action plan to eradicate any inequities of opportunities and access that exist. ODE will monitor this work to ensure that progress is being made.

Additionally, Ohio legislation mandates that the eTech Ohio Commissioners develop and implement interactive distance learning courses including, at minimum, two AP courses. The online component of AP will engage 500 students in online AP courses which will benefit students.

Below is current data on AP ODE believes its K-12 and higher education efforts will support increased participation in AP:

AP Enrollment Data	SY11 AP Stds	SY11 Total HS Enroll	SY10 AP Stds	SY10 Total HS Enroll
Total of AP Enrollment	151,147	591,641	226,294	599,662
Percentage of AP Enrollment	25.5%	--	37.7%	--

Attachment 13 provides an overview of transition data on students grade 8-9 retention, ACT & SAT average scores, PSEO & AP enrollment. AP Statewide AP Credit Guarantee: In 2009, the OBR introduced the statewide AP Policy, which requires all public institutions of higher education (PIOHE) to adopt the state policy for awarding AP credit.

- ⇒ Scores of a 3 or higher will provide credit at any PIOHE in Ohio and must count toward graduation and general education requirements when the course to which the AP credit is applied fulfills a requirement at the receiving institution.
  - ⇒ Institutions should strongly advise students when a score of a 4 is needed for success in a second course in a highly dependent sequence of courses in a STEM area.
  - ⇒ A score of a 3 or higher on an AP exam in a foreign language will provide credit for at least the first year of the foreign language at any PIOHE.
  - ⇒ Credits earned via AP exams are transferable within PIOHE in Ohio according to the state's transfer policy.
- **Career-Technical and Higher Education Integration:** Ohio's Carl D. Perkins Plan calls for all high school career-technical programs to convert to programs of study that include the following:
    - a. Ohio's core graduation requirements (based on the CCSS by 2014);
    - b. Seamless technical curriculum that connects secondary and postsecondary coursework; and
    - c. Opportunity for credit articulation between secondary schools and institutions of higher education (IHE).

Currently, articulation in Ohio is largely bilateral and therefore lacks consistency across the state. Many students never access articulated credit due to poor communication and/or the complexities of accessing it. Some agreements are structured deliberately to benefit students only if they enroll in a particular college or program after high school and may not reflect a level or rigor appropriate to the granting of college credit. Statewide articulation, on the other hand, sets widely accepted expectations of appropriate rigor, recognizes the mobility of the student by making the credit guaranteed at any public state institution and makes the availability of the credit and the steps to receive it fully and widely transparent.

In 2008, Ohio began creating and implementing its Career-Technical and Higher Education integration effort. This effort reflects full collaboration of secondary and postsecondary faculties toward producing college- and career-ready high school graduates in career-technical areas. It is expected to be completed by 2013, and is based on the following principles:

- Teaching the right content identified by business and industry as essential for employee success;
- Integrating CCSS and Ohio science standards with technical course content;
- Offering technical programs of study that seamlessly connect secondary and postsecondary coursework;
- Supporting teachers in becoming experts in content and project-based learning; and
- Inquiry-based pedagogy.

Additionally, Ohio's Perkins Plan supports the development of valid and reliable third-party technical assessments for all high school career-technical programs that meet longevity and enrollment minimums. The development of these assessments will be done by both secondary and postsecondary faculties contributing to item writing and validation. Furthermore, since the assessments focus on content that overlaps secondary and postsecondary curricula, the results are intended to be used as the documentation of learning necessary to validate credit articulation

between high schools and IHEs.

In support of expanding articulation, six articulation service centers will receive grants in 2013 and 2014 to support connecting high schools and IHEs with bilateral credit articulation agreements. These centers also are charged to collect and report bilateral agreement data so it can be aggregated at the state level to inform the establishment of statewide articulation agreements.

### **Integration of Standards into Teacher and Principal Preparation Programs**

OBR establishes procedures to ensure the quality of all educator preparation programs which lead to licensure in Ohio. OBR will review its program standards and approval process and require that all programs provide evidence that they reflect the rigor of the CCSS. Educator preparation programs, mathematics, English and science departments will collaborate to provide high-quality content so teachers are prepared to teach to college-ready standards. OBR also is working with institutions of higher education to develop professional development opportunities and degree programs that can lead to dual credentialing, which may include both a secondary education teaching license and meeting qualifications to teach a college course. These programs will feature both pedagogy and advanced content in English, mathematics, science and foreign language, thus enabling teachers to teach college-level courses and increasing the rigor of all courses taught by the teacher.

All of Ohio's teacher education programs will participate in the Educator Preparation Quality Metrics Report. The metrics report identifies key measures of quality of educator preparation programs, including performance on licensure exams, Value-Added growth metrics, teacher performance assessment, employer surveys, partnerships with high-need schools, etc.

### **Leveraging Existing Assessments and Planned New Approaches**

ODE is in the process of transitioning the existing Ohio Achievement Assessments (OAA) and the Ohio Graduation Tests (OGT) to incorporate the newly revised standards including the Common Core in ELA and mathematics and the state revised standards in science and social studies. Work will be completed in spring 2012 on aligning the current item banks to the revised standards. This alignment work includes review by ODE and vendor (American Institutes for Research (AIR) content experts as well as a final review by Ohio educators. In addition to this work, all future item development includes only items that are aligned to the revised standards and plans are being made for field-testing these items with technology by 2013-2014, in preparation for the PARCC tests for mathematics and ELA, as well as the state-specific assessments for science and social studies.

Plans also are being made to adjust the test blueprints for the 2013-2014 OAA and OGT to align to content that appears in both the old and the revised standards so that students in schools transitioning to the new standards are tested appropriately. ODE also provides K-2 Diagnostic Assessments in mathematics and ELA (reading and writing) and will finalize the revision and alignment of the current diagnostics to the revised standards this spring (2012). The revised diagnostic assessments will be available to schools fall 2012 in time for the beginning of the 2012-2013 school year.

High-quality early learning and development experiences serve as a critical foundation for all learning. ODE funds high-quality experiences through state and federally funded preschool. Ohio's state-funded preschool program, Early Childhood Education entitlement program, serves children ages 3 and 4 from low-income families in 204 public districts, educational service centers and joint vocational schools. In addition, preschool children with disabilities are served in Ohio's public districts in center-based settings or through itinerant teacher-service delivery options. The preschool programs are required to use research-based and comprehensive curricula that are aligned to the PreK content standards and to use curriculum-embedded assessments to support young children's learning in the classroom. This foundation of high-quality experience at the preschool level is aligned to children's experiences as they enter kindergarten

where teachers in the early elementary grades will align their curricula with the CCSS and Ohio's revised academic standards and be supported through professional development efforts to support formative instruction through RttT funding.

Through Ohio's Race to the Top Early Learning Challenge Grant (RttT-ELC), Ohio will expand its preK content standards to include all domains of readiness and will develop, in collaboration with Maryland, new PreK and kindergarten formative assessments to be aligned with the new standards. The RttT-ELC and Race to the Top funding will be used to expand the Kindergarten Readiness Assessment-Literacy (KRA-L) to include all domains of readiness including language and literacy, cognition, social-emotional development, approaches to learning, and physical well-being and motor development. The new formative assessments and new Kindergarten Entry Assessment will serve as key milestones for our state's new assessment system being developed through PARCC in Grades 3 to 12. Ohio and Maryland are both PARCC states and the development of these new PreK and Kindergarten assessments will be linked to the new statewide assessments Grades 3-12. Professional development will be provided to PreK and Kindergarten teachers to support their use of the assessments and districts will be encouraged to use this critical early childhood assessment information to target needed interventions and services for all children, particularly children with high needs. Results also will be used by policy makers, state and local stakeholders and decision-makers to provide an overall picture of Kindergarten-readiness at the state and district levels. The new assessments will be in place by fall of 2014.

In addition to modifications to existing assessments described above, Ohio is implementing two pilot initiatives on performance-based assessments and formative assessments.

- **Performance-based Assessment:** Through RttT funding, Ohio is continuing the Ohio Performance Assessment Pilot Project (OPAPP) by adding additional cohorts of schools to pilot these performance assessments in the four subjects of ELA, mathematics, science and social studies. The OPAPP project utilizes a “task dyad” system comprised of two types of tasks. The first is a “learning task” which is a longer performance task that incorporates multiple learning objectives and allows the student the opportunity to learn. This is followed by a shorter “assessment task” which is aligned to an aspect of the learning task. We expect this work to support the work of the PARCC consortium assessment model with the “learning task”, supporting the two through course components of PARCC, which are performance tasks not part of the summative score. The “assessment task” will be aligning to the third through course component, which is part of the summative score in the PARCC model. This work allows Ohio teachers in the pilot program to have experience in all phases of performance assessment including development, implementation and scoring of the performance assessment items.
- **Formative Assessment:** Formative assessment is a continuous instructional process used by teachers as part of a balanced assessment system to obtain evidence of student understanding. The evidence provides feedback to teachers and students, enabling informed decision-making, constructive changes to instruction and learning that deepens student knowledge and understanding. The Formative Assessment Middle School (FAMS) was piloted in the fall of 2011. Teachers will receive a deep understanding of how to effectively use and develop strong formative assessment strategies aligned to the newly adopted CCSS in English language arts and mathematics. During the pilot project, portfolios of formative assessment strategies and practices will be developed and made available on the Instructional Improvement System.

It is expected that the experience and lessons learned by Ohio educators and teachers with formative assessment techniques and performance-based assessments will be applied in their classrooms to better prepare their students for the next generation of assessments aligned to college- and career-ready standards. It is intended that the new assessments in place by 2014-2015



will be better aligned to determine a student's college- and career-ready status in a timely way. Thus teachers and students will be able to more effectively plan for instruction and appropriate assessments to keep a student on track of college- and career-ready throughout the students' matriculation.

### Other Activities in the Transition Plan

Through RttT funds, a series of focus group meetings will take place in the five RttT regions over a three-year period to create a seamless transition between high school and higher education. Within the focus groups, high school teachers and higher education professionals will conduct gap analyses between high school course sequences and expectations of students in first-year, non-remedial, credit-bearing courses. Resources also will be developed to support this alignment. Focus groups will begin in the fall 2011.

OBR has revised the College Readiness Expectations, including a strong alignment to the more rigorous CCSS standards. Ohio also is implementing a high school and higher education alignment initiative which encourages high school and higher education institutions to form regional consortia partnerships to:

- Align high school course requirements with higher education placement expectations in English and mathematics to positively impact remediation rates;
- Align teacher preparation programs to the Common Core and State Revised Standards; and
- Provide ongoing data exchange through the consortia partnership to promote greater student mobility and college success.

More information about the High School-Higher Education Alignment Project can be found at the following link:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1887&ContentID=112628>

## 1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the</p>
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	<p>in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.
- 2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

#### Option A

- ☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

#### Option B

- ☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:
- provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
  - include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Ohio’s current accountability system, and the state’s next generation system proposed in this application, is designed with three key purposes in mind:

- Inform:** The system should provide transparent information to students, parents, educators, and citizens about the performance of school districts and buildings.
- Identify:** The system should accurately identify schools and districts for recognition as well as for needed intervention.
- Incentivize:** The system should incentivize school boards, administrators and others to identify and

implement strategies to further improve student performance.

Ohio is committed to improving its accountability system to ensure that what is communicated to stakeholders is consistent and validates the inferences made about the effectiveness of LEAs. This, in turn, will increase student achievement, contribute to the acceptance and legitimacy of Ohio's accountability system, and promote desired policy outcomes. Stated succinctly, there will be a higher level of certainty that LEAs classified in the lowest performing state designations are, in fact, those for which the SEA should have the greatest level of concern. Conversely, those classified in the highest performing state designations are LEAs that are demonstrating the strongest levels of performance.

### **Description of Current System**

The following provides a high-level description of Ohio's current accountability, recognition and support system.

#### **Accountability - Current**

There are four major features of Ohio's current accountability system:

1. **Six State Designations:** Each school building and district receives one of six designations. These are: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency. Designations are determined based on district and school performance on five different measures.

2. **Multiple Measures Drive Designations:** The federal measure (AYP) required under the No Child Left Behind (NCLB) Act is combined with the state's measures to drive each district and school designation. The four measures are as follows:

- **State Performance Indicators:** Currently, Ohio uses a list of 26 indicators that gauge the performance of students. These include whether 75 percent or more of students test proficient or above on assessments of English/Language Arts and Mathematics in Grades 3-8 (12 indicators), whether 75 percent or more of students test proficient or above on assessments of science in Grades 5 and 8 (two indicators), whether 75 percent or more of students score proficient or above on the five sections (reading, writing, mathematics, social studies, and science) of the OGT based on the first administration in the Grade 10 (five indicators); whether 85 percent or more of students score proficient or above on the five sections of the OGT upon completion of the Grade 11, whether the graduation rate is 90 percent or higher, and whether the attendance rate is 93 percent or higher.

Ohio reported two graduation rate calculations on the 2010-11 Local Report Card. Ohio's current Estimated Cohort Graduation Rate (calculated by dividing the number of graduates by the number of graduates plus the number of dropouts) continued to be reported for accountability purposes in 2010-11. The federally mandated Four-Year Adjusted-Cohort Graduation Rate was included, for informational purposes only, on the 2010-11 Report Card. Ohio will report the same two graduation rates for the 2011-12 Local Report Card. However, the new federally mandated four-year adjusted-cohort graduation rate will be used for accountability purposes to evaluate state and federal goals. Ohio will also report a five-year adjusted-cohort graduation rate for accountability purposes on the 2011-12 Report Card. The current Estimated Cohort Graduation Rate will be for informational purposes only.

Ohio also included graduation rate percentages for major subgroups of students on its 2010-11 Local Report Card, including: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Multi-Racial; White, non-Hispanic; Students with Disabilities, limited English proficient students; and economically disadvantaged students.

- **Performance Index:** This measure rewards the achievement of every student, not just those who

score proficient or higher. Districts and schools earn points based on how well each student performs on all tested subjects in Grades 3-8 and the Grade 10 OGTs.

All tests have five performance levels – advanced, accelerated, proficient, basic and limited. The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level (Advanced=1.2; Accelerated=1.1; Proficient=1.0; Basic=0.6; Limited=0.3). The structure of this computation creates incentives for school districts to focus on moving all students to higher categories of performance. Untested students are included in the calculation and are assigned a value of 0 points.

- Value-Added Results: While a student's absolute performance on assessments is important, Ohio's system also recognizes that a school's ability to add value to a student's knowledge is also important. For Grades 4-8, Ohio, using the SAS® at EVAAS® model computes a Value-Added measure for each school and district in English language arts and mathematics and reports whether the expected growth has been met (a year's growth in a year's time), exceeded (more than a year's growth in a year's time) or not met (less than a year's growth in a year's time).
- Adequate Yearly Progress (AYP): Pursuant to NCLB, for each school and district, Ohio evaluates whether AYP has been met for each of 10 student subgroups in each of the four components: participation rate, proficiency rate, attendance and graduation. Currently, Ohio's system allows an LEA to meet AYP in four ways, as follows:
  - By meeting AYP targets with the current year results;
  - By meeting AYP targets with the two-year combined results;
  - By meeting AYP targets through Safe Harbor; or
  - By meeting AYP through the Growth Model.

AYP and Limited English Proficient Students: After an extensive collaborative process with the Ohio English as a Second Language Advisory Committee (OESLAC), Ohio made revisions to Ohio's Title III Accountability Plan for students served in Limited English Proficient (LEP) programs. The results of a longitudinal study of LEP student performance on the Ohio Test of English Language Acquisition, OAAs and OGTs conducted by the AIR informed the revisions. The U.S. Department of Education reviewed these revisions and they became effective in Ohio in 2010. The revisions adjusted the state's AMOs and created two pathways for students in grades 3-12 to exit the LEP program.

3. Rewards and Interventions: The accountability system drives both recognition for high performing schools and districts, and interventions for schools that do not show improvement. These rewards and interventions are described in greater detail below.

4. Subgroup Performance: The accountability system emphasizes that the academic performance of various groups of students is as important as overall performance. These groups include economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency.

Under the current accountability system, report card ratings are earned based on the application of conditional business rules, as follows:

- Step One: A preliminary designation is made based on the higher of the percentage of State Performance Indicators met or the Performance Index.
- Step Two: A LEA can move up or down the rating scale based on AYP results. Meeting AYP can cause a district to move up. Not meeting AYP for two or more of the same subgroups for two years in a row can cause the designation to decrease.
- Step Three: If an LEA's rating has not moved based on any AYP consideration, then it may move up or down based on its Value-Added data. Exceeding the growth standard for Value-Added in the



current year can increase the preliminary designation by one category. Likewise, not meeting the growth standard for Value-Added for two consecutive years can decrease the preliminary designation by one category.

### **Recognition – Current**

Currently, Ohio provides recognition to schools that meet the criteria of one or more of the following initiatives:

- A. **Schools of Promise:** Schools of Promise are high-performing schools that serve high levels of economically disadvantaged students. These are Ohio's schools that are "beating the odds" when it comes to providing high-quality education to low-income students.
- B. **Blue Ribbon:** Ohio participates in the national Blue Ribbon Schools Program in which 14 schools are nominated each year for recognition for high performance and dramatic improvement.
- C. **National Title 1 Distinguished Schools:** High Performing and High Progress Title I schools from every state are publicly recognized for their positive educational achievements.
- D. **State Accountability ratings of "Excellent" and "Excellent with Distinction":** Districts that are rated on the state report card in these two categories are recognized with banners and state- and local-level publicity.

### **Support – Current**

Ohio's current system of school and district support includes a number of components, including:

- **Differentiated Accountability Model:** In July 2008, Ohio became one of six states selected by the U.S. Department of Education to participate in the Differentiated Accountability Pilot initiative. Under this initiative, both the U.S. Department of Education and the Ohio General Assembly granted the SEA authority to foster systematic changes within the LEAs that are most in need of improvement. Pursuant to Ohio law, each school district or school that has been identified for improvement must implement all corrective actions required by Ohio's Model of Differentiated Accountability. Under this legislation, Ohio is authorized to reconstitute, turn-over or close chronically low-achieving schools.
- **Ohio Improvement Process (OIP):** Ohio has been committed to the implementation of a unified state system of support directly focused on improving the academic achievement of **all** students and student groups. The OIP, a five stage process, articulates a systemic and coherent approach to improving LEAs not just for the short term, but rather by changing fundamental structures and processes that will lead to sustainable improvement.
- **School Improvement Grant Support (SIG):** SIG funds are being used to support the identification and implementation of research-based best practices aimed at increasing student achievement in schools identified as persistently low-performing. Each persistently low-achieving school (PLA) utilizes school improvement plan data to select one of four intervention models for implementation: closure; restart; transformation; or turnaround. Each of the intervention models is comprised of essential components that must be implemented at each site. Schools are selected to receive SIG funds through a competitive grant process. Transformation Specialists support districts/schools throughout the implementation period by providing technical assistance, identifying resources, and monitoring progress toward implementing all components of the selected intervention model in a full and comprehensive manner.
- **The Executive Principal Leadership Program:** SIG funds and Race to the Top funds were used to develop the Executive Principal Leadership Program (EPLA). The funds are being used to train building principals to successfully merge education and business principles to turn around the performance of persistently low-achieving schools. The EPLA gives priority to principals in SIG schools, as well as identified schools at risk of becoming persistently low achieving. Three hundred principals will be trained over a three-year period.

- **Ohio Network for Educational Transformation (ONET):** ONET is working with districts and charter schools and their external partners as they develop and implement plans for turnaround, transformation, or closure, and seek technical assistance to move forward and to ensure student success remains central to their work. ONET will coordinate support and deepen community engagement to spur shared accountability and ownership of the transformation of these schools.
- **Strategic Initiatives to Close Achievement Gaps:** LEAs with low graduation rates or high disparities between subgroups as defined by the SEA must demonstrate, as part of their improvement plan, strategies for improvement, including specific strategies for students with disabilities. The plan must outline the implementation of evidence-based, outcome driven, measurable strategies, as well as the method for progress-monitoring and evaluating the strategies implemented. Strategies may include, but are not limited to, employing or repurposing dedicated staff to provide services or intervention to identified students, providing staff professional development in the area of cultural responsive (relevant, competent) pedagogy, and developing strategic programs, procedures, policies or partnerships to address to close gaps, decrease dropout rates, increase graduation rates, and improve academic achievement and postsecondary options for students.

Ohio's proposal, for the purpose of this waiver application, intends to use the state's current structures as the foundation with a number of important modifications. These modifications are discussed below:

#### **Ohio's Revised State Accountability System**

As previously stated, Ohio's current system is semi-unified; the state provides a LEA a designation based on both the state components and the federally required AYP. What makes the system problematic (and not completely unified) is that nearly all of the consequences and interventions for an LEA stem from their performance on AYP and not on the LEA's overall performance. Thus, many LEAs rank satisfactorily overall, as determined by the state, but must implement interventions and consequences based solely on one component. While AYP provides critical information, the consequences have become an administrative and fiscal burden to LEAs. Many LEAs are more focused on identifying the discrepancies in the information rather than making the necessary improvements.

Ohio's proposal will create a unified accountability system. Ohio will:

- continue to use the current Performance Indicators, Performance Index and Value-Added measures;
- create a new proficiency and graduation gap measure which will include AMO targets to cut proficiency gaps for all identified subgroups in half by 2017 and provide a letter grade to demonstrate the performance of each measureable subgroup in an LEA;
- establish a new index to identify, support and intervene in LEAs with the largest achievement gaps;
- eliminate summative designations for each LEA and school and assign a letter grade (A, B, C, D, F) to each of the measure of its system;
- report college and career ready data and the performance of gifted students.
- **New Measures and Changes to Current Measures**
  - Percentage of State Indicators Met: Current measurement will remain unchanged. Letter-grades will be assigned based in accordance with the Table 1 below.
  - Performance Index: Current measure will remain unchanged for 2011-12. Letter-grades will be assigned in accordance with Table 1 below. There are two likely future changes to this measure. First, Ohio has projected that students who score above proficient on the current state assessments would be performing at least proficient on more rigorous international assessments. In order to focus greater attention on preparing students to be college and career ready and internationally competitive, Ohio may change the point value assigned to each test performance

level to add more weight to the highest categories, currently Advanced and Accelerated.

Another change that will be necessary for this measure is that once the new assessments tied to the Common Core are in use, Ohio will adjust the Performance Index calculation to correspond to the levels of performance on that assessment.

- Proficient and Graduation Gap measure: Ohio’s achievement gaps are not closing fast enough and struggling students, particularly those racial and ethnic minorities and those with disabilities, are being left behind. Ohio will create a new, innovative measure to create a sense of urgency about the goal of ensuring *all* students are college- and career-ready. This new component will measure the performance of all subgroups against an ambitious, but achievable, AMO in reading and mathematics and the graduation rate benchmark and will assign a letter-grade for LEA and school progress toward the target. This new measure is fully described in Section 2.B of this application
- Value-Added: Ohio will retain the SAS® at EVAAS® model for its Value-Added measure. Districts and schools will be assigned a letter-grade based on two years’ data<sup>1</sup>.
- **New Letter-Grade Ratings for Measures to Increase Transparency:** Ohio will expand into a letter-grade system for the four measures used (Performance Indicators, Performance Index, Proficient and Graduation Gap, Value-Added,) using the letters *A, B, C, D,* and *F*. Table 1 below describes the scales and criteria for creating letter-grades on each of the four measures.

<sup>1</sup> New schools or schools with only one year’s worth of data will be assigned a letter grade of “A” for Above expected growth, “C” for Expected Growth and “F” for Below expected growth.

**Table 1: Scales and Criteria for Achieving Letter-Grades in Ohio's New Accountability System**

Percentage of State Indicators Met	Performance Index	Proficiency and Gradation Gap Measure Composite Score	Value-Added		Performance Measure Letter Grade
			Previous Year	Current Year	
94% - 100%	100 - 120	4.67 - 5.0	Above Expected Growth	Above Expected Growth	<b>A</b>
			Meeting Expected Growth	Above Expected Growth	<b>A</b>
75% - 93.9%	90 – 99.9	3.67 - 4.66	Below Expected Growth	Above Expected Growth	<b>B</b>
			Above Expected Growth	Meeting Expected Growth	<b>B</b>
50% - 74.9%	80 – 89.9	2.67 - 3.66	Meeting Expected Growth	Meeting Expected Growth	<b>C</b>
			Below Expected Growth	Meeting Expected Growth	<b>C</b>
31% - 49.9%	70 – 79.9	1.67 - 2.66	Above Expected Growth	Below Expected Growth	<b>D</b>
			Meeting Expected Growth	Below Expected Growth	<b>D</b>
0% - 30.9%	0 – 69.9	< 1.67	Below Expected Growth	Below Expected Growth	<b>F</b>

- **“Are You Ready?” Measure:** Ohio will report certain critical college- and career-ready indicators. While many students in Ohio are meeting the current standards of proficiency, Ohio is aware these standards are not college- and career-ready or internationally benchmarked. For this reason, Ohio chose to participate in the development of, and ultimately adopted, the CCSS in English language arts and mathematics. By 2014-2015, Ohio will have new college- and career-ready, internationally benchmarked standards and assessments. Ohio is part of the PARCC consortium.

To help LEAs and other interested stakeholders transition to these higher standards, Ohio is creating and will report a “transition” indicator as part of its accountability system in 2011-2012, 2012-2013, and 2013-2014. This indicator will be designed to project a district’s performance at the more rigorous levels anticipated to result from the implementation of the PARCC assessment. The projected performance on the indicator will be based solely on the results of current assessments. By reporting the projection, Ohio hopes to create a sense of urgency about the need to improve teaching and learning to ensure students are college- and career-ready as measured by rigorous, standards and assessments that will be operational by 2014-2015.

- **New Four-Year Adjusted Cohort Graduation Rate:** For 2011-2012, Ohio will use the new graduation rate to evaluate whether LEAs are meeting state and federal goals. This will include a four-year and five-year rate. Ohio will display the old rate for informational purposes only. Ohio will continue to include graduation rate percentages for major subgroups of students on its 2010-2011 Local Report Card and beyond, including: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Multi-Racial; White, non-Hispanic; Students with Disabilities, Limited English Proficient Students; and Economically Disadvantaged Students.
- **New Indicators on Gifted Performance:** In November 2011, the Ohio State Board of Education, in compliance with state law, adopted a resolution to create a report card indicator reflecting services to and performance of students identified as gifted. The indicator will include three components: percentage of students that have been identified as gifted; the percentage of students receiving gifted services; and the performance of identified students in mathematics and reading on statewide tests. These indicators will be included for the first time on the 2012-2013 Local Report Card.
- **Measures of a Rigorous Curriculum:** Ohio currently reports on the interactive Local Report Card measures of a rigorous curriculum. This information provides the public a detailed picture of items that correlate with preparedness for college. Such items include the ACT and SAT mean scores, and the number of students participating in Advanced Placement courses. As data improves for items such as college enrollment, retention rates and career placement, Ohio will include these items on both the PDF and interactive Report Cards.
- **New Rankings Based on Academic and Fiscal Performance:** By 2012, Ohio will publish a list of LEAs ranked by Performance Index Score and fiscal performance. The top 10 percent of schools ranked by student performance and fiscal performance will be publically recognized and rewarded. Schools ranked in the bottom 10 percent will be required to implement interventions and consequences.

### Recognition – Proposed Modifications

Under Ohio’s new accountability system described above, an LEA’s performance on the measures will be an accurate depiction of the teaching and learning occurring in that community. LEAs and schools that earn high grades, especially *an A* on the four components will know that their achievements are significant and should consider it a recognition of their efforts.

Ohio’s strategy to modify and enhance its recognition and support for Reward schools is described in greater



detail under Principle 2.C. Ohio will continue to maintain the five recognition programs already in place to identify and reward high performance. The state will add a new recognition programs including the Governor’s Effective and Efficient Schools Recognition Program and the Schools of Honor Program. The Governor’s Effective and Efficient Schools Recognition Program will recognize LEAs for academic achievement and financially efficient operations. Ohio’s Schools of Honor Program will recognize both schools that are high performing and high progress as measured by the state’s Performance Index score, Proficiency and Graduation Gap measure, and in the case of high schools, Graduation Rate.

### Support – Proposed Modifications

In Ohio’s new unified system, the level of autonomy, support and interventions an LEA will receive will be determined based on their overall performance on all four measures in the accountability system and not one measure as is the case currently. The new methodology is fully described in Principle 2F section of this application. If an LEA or school needs supports, Ohio will build upon the approaches described above in order to provide more focused support to the lowest performing schools. Ohio will modify its support system to ensure that the LEAs and schools, including identified Priority and Focus schools, with the most needs receive intensive and timely support. Key elements of these modifications are found below in the Principle 2D and 2E section of this application.

### Implementation Plan:

Ohio intends to implement all components of its new accountability, support and interventions system in conjunction with the new college and career assessments scheduled to be complete in 2014-2015. Table 2 lists the components of the system and the timeline for implementation.

**Table 2: Implementation Plan**

Proposed Accountability, Support or Intervention	2011-12	2012-13	2013-14	2014-15
Are You Ready (“Early Warning”)	X			
New AMOs and graduation rate target for subgroups established	X			
Letter Grades for 4 Local Report Card Measures	X			
Priority and Focus schools identified and provided with meaningful interventions	X			
College and Career indicators included in local report card		X		
Gifted indicator included in local report card		X		
Common Core ELA and Mathematics Implemented				X
New accountability system fully implemented				X
New support structure fully implemented				X

### Description of Impacts:

Through federal reform initiatives such as RttT, state initiatives such as HB 153, and the adoption of the Common Core, Ohio has already begun the hard work of transitioning students, teachers, and LEAs to a system anchored by college- and career-ready standards. Through the proposed changes to the state’s accountability system, Ohio desires to reduce the confusion between state and federal accountability systems and give clear signals to LEAs about those areas of weakness that require the greatest attention. It is expected that the new accountability structure will spawn, with the aid of state technical assistance and support, district and building level planning efforts and specific action agendas that will lead to the implementation of effective practices and the subsequent improvement of student performance. The proposed changes will further increase transparency of LEAs’ performance; tighten the state’s monitoring, support and technical

assistance systems to ensure they align with the needs of the LEAs; and reduce the unnecessary burdens on LEAs so they can focus on student achievement.

DRAFT

**2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES**

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option C</b></p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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*The purpose [of these waivers] is not to give a ... reprieve from accountability, but rather to unleash innovation,” a senior administration official said in a Sept. 22 media briefing. “We remain absolutely committed to accountability. We’re not interested in giving flexibility for business as usual. (Education Week September 28, 2011)*

Ohio's proposed system of differentiated accountability is evidence of our commitment to establishing a new, innovative evaluation method for assessing state and LEA progress toward meeting student-achievement goals. Since NCLB was first enacted, many Ohio educators have felt the pressure of the test instead of the motivation to improve strategies of instruction to help students learn and grow. In addition to teachers "teaching to the test," many school leaders have developed the practice of focusing on the "bubble kids." This practice of focusing attention and resources on students who are likely to improve enough to be proficient on state assessments, while neglecting students are viewed as certain to pass or fail, goes against Ohio's commitment to ensure that all students are college- and career-ready.

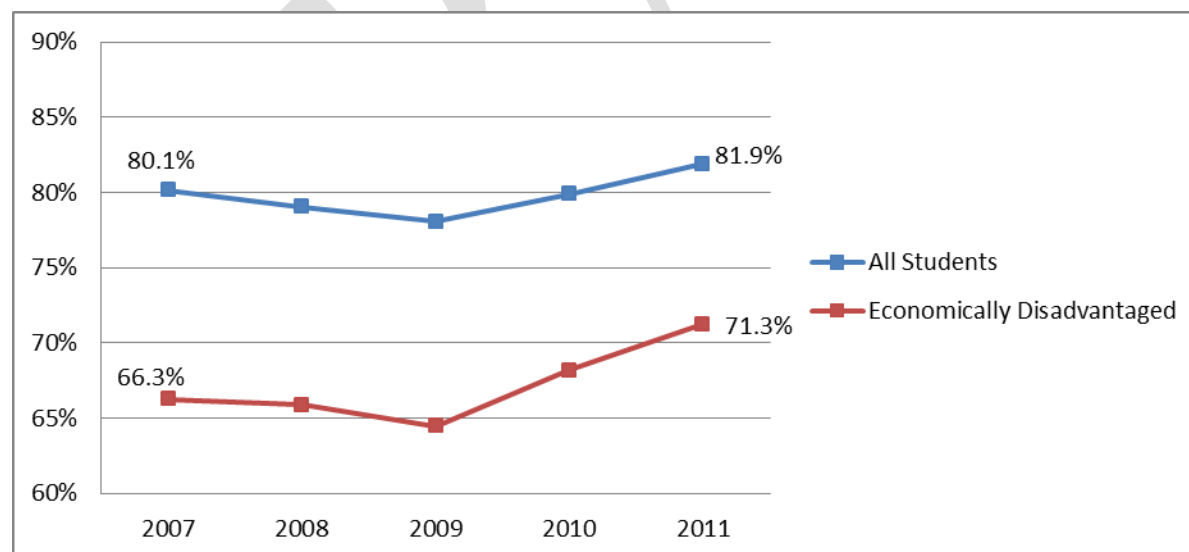
The results are in: Ohio's achievement gaps are not closing fast enough and struggling students, particularly students with disabilities and racial and ethnic minorities, are being left behind. Through this waiver, Ohio will shine a brighter spotlight on subgroup performance than AYP does.

### VISUALIZING OHIO'S ACHIEVEMENT GAPS

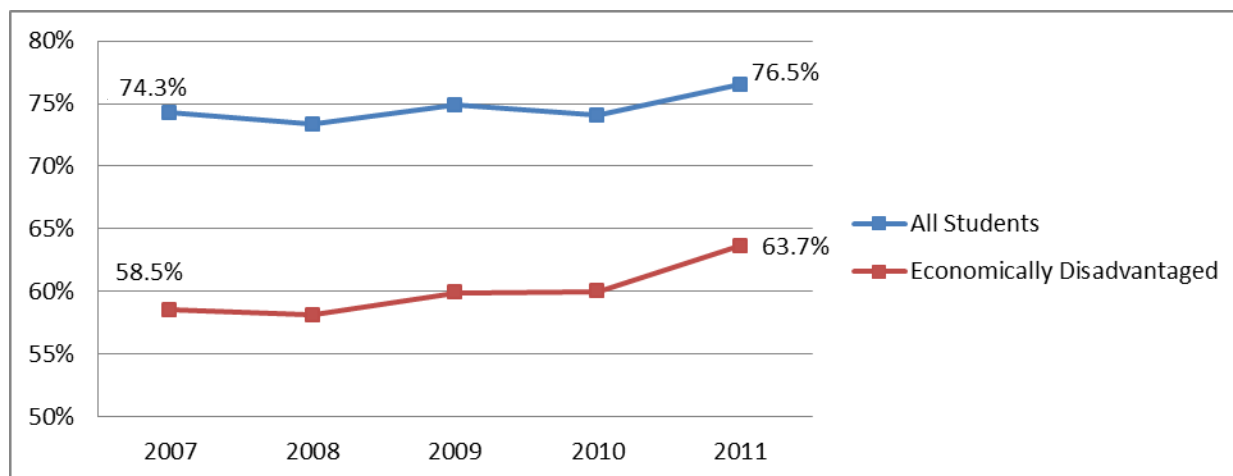
Ohio's track record relative to addressing achievement gaps is mixed. Ohio has seen some improvement with Economically Disadvantaged subgroups reading and math performance data. In addition, the reading gap between Ohio's *All Students* subgroup and Ohio's Economically Disadvantaged subgroup has decreased from 13.9 percentage points in 2007 to 10.6 percentage points in 2011. During this same time period, the Economic Disadvantage gap in math performance *decreased* from 15.8 percentage points to 12.8 percentage points.

Although the decreasing gap is encouraging, it is important to note that the rate of change is not sufficient to close the Economic Disadvantage gap quickly.

**Graphic 1: Ohio's Percent at Least Proficient on Reading OAA and OGT, by Economic Disadvantage Status**



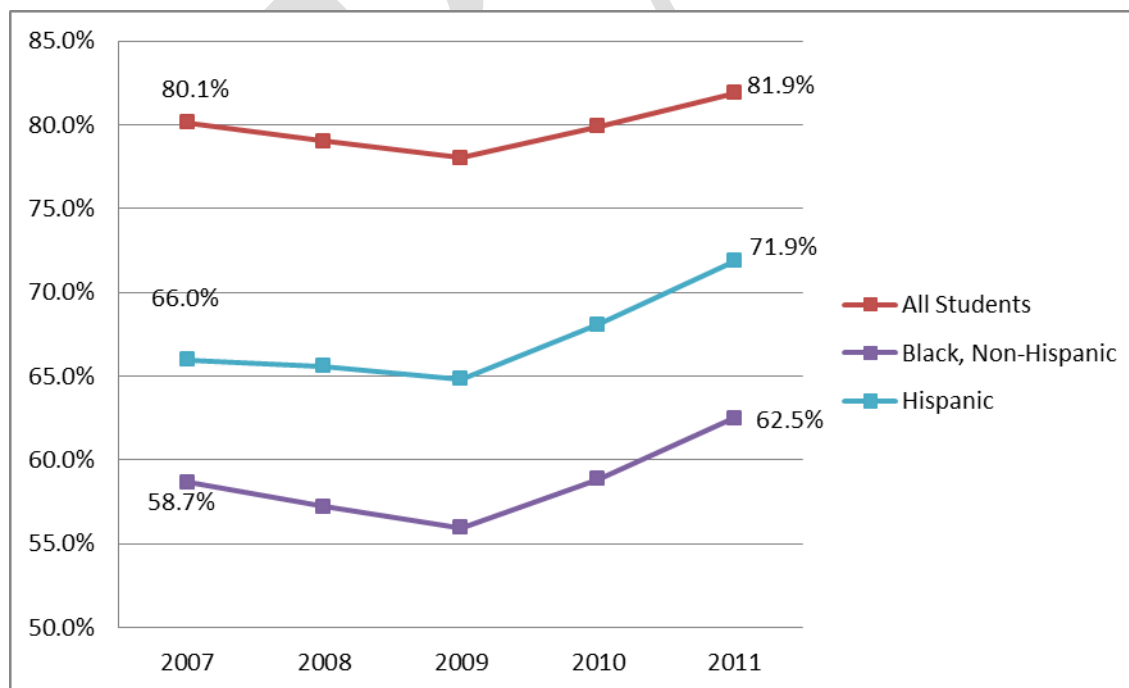
**Graphic 2: Ohio's Percent at Least Proficient on Math OAA and OGT, by Economic Disadvantage Status**



Ohio's data on the racial gaps in OAA and OGT reading performance tell a similar story. The All Students/Black nonHispanic gap on Ohio's reading assessments has decreased since 2007, from 21.5 percentage points in 2007 to 19.4 percentage points in 2011. This 2.1 percentage point decrease is certainly a step in the right direction, however, Ohio needs to increase the rate of change in order to effect real subgroup improvement quickly.

Likewise, the All Students/Hispanic reading gap has decreased from 14.2 percentage points in 2007 to 10 percentage points in 2011. By drawing attention to the remaining gap, Ohio will increase the rate of positive change in the Hispanic subgroup performance.

**Graphic 3: Ohio's Percent at Least Proficient on Reading OAAs and OGT, by Race/Ethnicity**





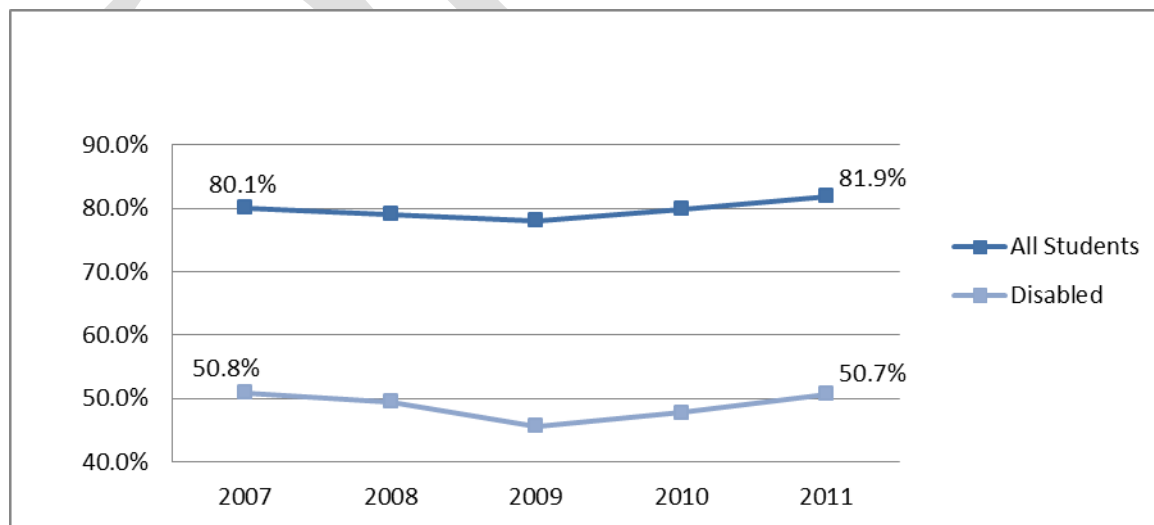
Between 2007 and 2011, performance on Ohio's mathematics assessments improved for the All Students subgroup, the Black subgroup and the Hispanic subgroup. Although the gaps for these subgroups decreased slightly during this time period, like with reading, the rate of gap closure is not sufficient.

**Graphic 4: Ohio's Percent At Least Proficient on Math OAAs and OGT, by Race/Ethnicity**



Unfortunately, Ohio's Disability gap has increased in both reading and math since 2007. In reading, the disability gap increased from 29.3 percentage points in 2007 to 31.2 percentage points in 2011. In math, during the same time period, the disability gap increased from 29.8 percentage points to 34.5 percentage points.

**Graphic 4: Ohio's Percent At Least Proficient on Reading OAAs and OGTs, by Disability Status**



### Ohio's New and Ambitious Proficiency and Graduation Gap Measure

Ohio recognizes that past efforts to close statewide achievement gaps have been insufficient. There must be a sense of urgency among all stakeholders to make significant changes in the state's approach to raising the achievement of the lowest-performing student subgroups. Ohio is developing a proficiency and graduation gap measure as part of its accountability system to spotlight these unacceptable discrepancies in achievement. The new measure will combine the required annual measureable objectives (AMOs) by subgroup in reading and mathematics with the required federal graduation rate target. The AMOs will be based on the goal of cutting the state-level proficiency gap in half by 2017 (Reading and mathematics and the federal graduation rate target.)

Progress on reaching the statewide goal of cutting the proficiency gap in half by 2017 will be evaluated for all districts, schools and subgroups using the percentage of students who are at least proficient on state assessments in reading and mathematics for Grades 3-8 and 10. Additionally, progress on reaching the federal graduation rate goal by 2014-2015 will be evaluated for all districts, schools with students in any of Grades 9-11, also at the subgroup level. For each of the three components of the proficiency and graduation gap measure (reading, mathematics and graduation rate), Ohio will assign letter grades to each subgroup based on progress toward meeting the annual targets.

### Methodology for Setting Ambitious, But Achievable AMOs in Reading and Math

The new process for computing the state-level AMO targets over the next six years in reading and mathematics is as follows:

1. Determine the percentage of students in the state All Students category who were not proficient in the 2010-2011 school year (Column 2). This forms the baseline for further computations;
2. Divide that percentage by 2 (Column 3);
3. Determine the 2016-2017 goal by adding the number in Column 3 to the percentage proficient in 2010-2011 (Column 1);
4. Compute annual incremental increases in performance targets by dividing the number in Column 3 by 6.

The baseline data and computed AMOs in reading and mathematics for each of the next six academic years are shown in Table 3. Each subgroup's performance will be evaluated against the statewide All Students AMO. The AMOs will be applied to all subgroups with at least 30 students.

**Table 3: Proposed AMO Goals - Option C\***

Subgroup	Baseline				New AMO Goals						6-Year Reduction of Not Proficient
	2010-2011**	Percent Not Proficient	1/2 of Not Proficient	Not Proficient Reduction/6	2011-2012	2012-2013	2013-2014	2014-2015*	2015-2016*	2016-2017*	
Reading - All Students	81.9	18.1	9.05	1.51	83.4 1	84.9 2	86.4 3	87.9 3	89.4 4	90.9 5	9.05
Mathematics - All Students	76.5	23.5	11.75	1.96	78.4 6	80.4 2	82.3 8	84.3 3	86.2 9	88.2 5	11.75

### Methodology for Setting Federal Graduation Rate Target

The federally mandated four-year adjusted-cohort graduation rates were first available on district and school 2010-2011 Local Report Cards for information purposes only. Ohio will use the new federally mandated four-year-adjusted-cohort graduation rate for accountability purposes to evaluate state and federal goals on the 2011-2012 report card. Ohio will also incorporate a five-year adjusted cohort graduation rate into its accountability system. To establish the federal target, Ohio evaluated 2009-2010 four-year-adjusted-cohort graduation rates for all schools with at least 30 students in the cohort. Using this data, the initial target for 2011-2012 was set at the 20<sup>th</sup> percentile. Starting with the 2012-2013 Local Report Card, Ohio will increase the target incrementally to reach the goal of 90 percent by the 2015-2016 school year. Ohio will also use the five-year cohort rate to encourage LEAs to continue to educate those students that do not graduate in four years.

**Table 4: Proposed Graduation Goals**

	Baseline				New Graduation Goals				
	2010-2011*	Goal	Difference	Not Proficient Reduction/4	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>All Subgroups</b>	73.6	90	16.40	4.10	73.6	77.7	81.8	85.9	90.0
*Set targets in annual equal increments towards a goal of 90% by 2015-2016. Subgroup baseline set using the four-year-adjusted-cohort graduation rate methodology from the 2010-2011 Local Report Card data (2009-2010 cohort).									

### Reading and Math Proficiency Component

All measurable LEA subgroups will be evaluated on their progress toward the ambitious AMOs in reading and mathematics. If a subgroup exceeds the AMO, that subgroup will be assigned the letter-grade *A*. If a subgroup meets the AMO, that subgroup will be assigned the letter grade *B*. The letter-grade *C* will be assigned to subgroups that demonstrate improvement but have not met the AMO. Those subgroups that are below the AMO and demonstrate no improvement will be assigned a *D*. A grade of *F* will be assigned to any subgroup whose performance is below the AMO and has declined.

**Table 5: Proficiency Gap Letter Grade Scale**

Proficiency Gap (Reading and Mathematics)	Performance Measure Letter Grade
Exceeded AMO target	A
Met AMO target	B
Below AMO, any improvement from previous year	C
Below AMO, no change from previous year	D
Below AMO, decline from previous year	F

Ohio will continue to use the four approaches currently in place for determining if a school or district meets

the AMO. These approaches include meeting AMO targets with the current year results; meeting AMO targets with the two-year combined results; meeting AMO targets through Safe Harbor; or meeting AMO through the growth model. While the four approaches may be used to meet the annual targets, subgroups will be assigned a letter grade of *A* based only on exceeding the AMO with actual assessment results. A subgroup exceeding the AMO for the group through the growth model, Safe Harbor or two-year average will be assigned a letter-grade of *B*.

Test participation on state assessments will remain a priority in the revised measure. As is currently expected under NCLB, all districts, schools and subgroups will be expected to assess at least 95 percent of their students on the state assessment. Any district or school with less than a 95 percent participation rate for any subgroup in reading or mathematics will automatically be demoted one level on the final proficiency gap performance measure.

### Graduation Rate Component

To ensure that all students' progress through the education system prepared for success beyond high school, Ohio will incorporate the graduation rate into its proficiency and graduation gap measure. Both the federal target and state graduation goal will be included as part of the measure. The state target is 90 percent and the 2011-2012 federal graduation target is 76.3 percent. Ohio will assign letter grades to each subgroup based on progress toward meeting the annual targets for the four-year or five-year adjusted-cohort rate. To achieve an *A* on the graduation rate component, each measurable subgroup (N=30 students) must meet or exceed the state goal. Subgroups that fail to meet the state target, but meet the federal target will be assigned a letter grade of *B*. Subgroups not meeting the federal annual target, but showing improvement from the previous year will earn a *C*. Subgroups that fail to meet the federal annual target and that fail to show improvement will earn a letter grade of *D*, while subgroups that are below the federal annual target and declined from the previous year will earn a failing grade of *F*.

**Table 6: Graduation Rate Component Letter Grade Scale**

<b>Graduation Rate component (Four-Year or Five-Year Rate)</b>	<b>Component Letter Grade</b>
$\geq 90\%$ (State Target)	A
$\geq 76.3\%$ (current Federal Graduation Target)	B
$<76.3\%$ , any improvement from previous year	C
$<76.3\%$ , no change from previous year	D
$<76.3\%$ , decline from previous year	F

### Methodology for Determining Final Proficiency and Graduation Gap Letter-Grade and Example

Within each of the three applicable proficiency and graduation gap performance measures, subgroups with at least 30 students will be assigned a letter-grade based on progress toward the reading and mathematics AMOs and federal graduation target. In this system, a letter-grade of *A* = 5 grade points, a letter-grade of *B* = 4 grade points, a letter-grade of *C* = 3 grade points, a letter-grade of *D* = 2 grade points, and a letter-grade of *F* = 1 grade point. Subgroup points are averaged based on the number of measureable subgroups. This average

is then equated to a performance measure letter-grade. Finally, the performance measure letter-grade is assigned points (based on the same five-point scale), averaged based on the number of applicable performance measures and equated to an overall letter-grade for the proficiency and graduation gap measure.

**Table 7: Proficiency and Graduation Gap Measure – Letter Grade Average Point Ranges**

Proficiency and Graduation Gap Measure - Letter Grade Average Point Ranges					
Performance Measure Letter Grade	Letter Grade Points	Performance Measure 1 - Reading Proficiency Gaps	Performance Measure 2 - Mathematics Proficiency Gaps	Performance Measure 3 - Graduation Rate Gaps	Overall Proficiency and Graduation Gap Measure
A	5	4.67 - 5.0	4.67 - 5.0	4.67 - 5.0	4.67 - 5.0
B	4	3.67 - 4.66	3.67 - 4.66	3.67 - 4.66	3.67 - 4.66
C	3	2.67 - 3.66	2.67 - 3.66	2.67 - 3.66	2.67 - 3.66
D	2	1.67 - 2.66	1.67 - 2.66	1.67 - 2.66	1.67 - 2.66
F	1	< 1.67	< 1.67	< 1.67	< 1.67

**Minimum Criteria for Overall Proficiency and Graduation Gap Measure Letter Grade:**

2 As and 1 B = 14 grade points earned = overall letter grade of A (i.e.,  $5 + 5 + 4 = 14$ ;  $14 / 3 = 4.67$ ;

4.67 = minimum average grade points for an overall letter grade of A)

2 Bs and 1 C = 11 grade points earned = overall letter grade of B (i.e.,  $4 + 4 + 3 = 11$ ;  $11 / 3 = 3.67$ ;

3.67 = minimum average grade points for an overall letter grade of B)

2 Cs and 1 D = 8 grade points earned = overall letter grade of C (i.e.,  $3 + 3 + 2 = 8$ ;  $8 / 3 = 2.67$ ; 2.67 = minimum average grade points for an overall letter grade of C)

2 Ds and 1 F = 5 grade points earned = overall letter grade of D (i.e.,  $2 + 2 + 1 = 5$ ;  $5 / 3 = 1.67$ ;

1.67 = minimum average grade points for an overall letter grade of D)

A district or school cannot earn a final letter grade of *A* on the proficiency and graduation gap measure if any of their evaluated subgroups earns a *C* or below letter-grade. In this case, the final letter-grade would automatically be demoted one grade level to a *B*. This provision is both a reward and a consequence. Only those LEAs that met either the state or federal targets will be recognized with the letter-grade *A*. These districts and schools are addressing the achievement of all students and putting them on track to college- and career-readiness. Conversely, Ohio is sending a clear message that all achievement gaps must be addressed, even if the gap is “only one subgroup.”

In the example below, the district received a *B* on the Reading Proficiency Gap performance measure; an *A* for the math proficiency gap performance measure; and an *A* on the graduation gap performance measure based on the average applicable subgroup letter-grades. The three performance measure letter-grades are assigned points (based on a five-point scale) and averaged again to 4.7 (14 cumulative points divided by 3). This average score equates to an overall letter grade of *A* on the proficiency and graduation gap measure. However, the district’s Disabled subgroup earned a letter grade of *C* in Reading. Therefore, the overall proficiency and graduation gap letter- grade would be automatically demoted one grade-level to a *B*<sup>2</sup>.

<sup>2</sup> For this letter-grade to be final, the LEA must have tested 95% of its students. Otherwise the consequence would be a letter-grade drop from a “B” to a “C”.



Table 8: Proficiency and Graduation Gap Measure Example

Student Subgroups	Subgroup Letter Grade	Subgroup Letter Grade - Points Assigned	Performance Measure Grade	Performance Measure Grade - Points Assigned	Overall Proficiency and Graduation Gap Letter Grade
Proficiency Gap - Reading					B
Overall	A	5	B	4	
White, non-Hispanic	A	5			
Disadvantaged	B	4			
Disabled	C	3			
	Average Points:	4.3			
Proficiency Gap - Math					
All Students	A	5	A	5	

White, non-Hispanic	A	5		
Disadvantaged	A	5		
Disabled	B	4		
	Average Points:	4.8		
Graduation Gap				
All Students	A	5	A	5
White, non-Hispanic	A	5		
Disadvantaged	A	5		
Disabled	B	4		
	Average Points:	4.8		
Average Points:			4.7	

## 2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools.

### Ohio’s Current Rewards and Recognitions:

Ohio has multiple state recognition programs for schools and LEAs based on the state accountability system. The State Board of Education recognizes LEAs and schools for achieving its highest ratings (296 LEAs and 1,580 schools in 2010-2011). LEAs and schools that make significant progress and move up to a higher designation also are recognized by the State Board of Education (128 LEAs and 797 schools in 2010-2011). The State Board recognizes LEAs and schools that achieve above-expected growth in student achievement as measured by Value Added (163 LEAs and 616 schools in 2010-2011). High schools that gain 10 points or more on the Performance Index score over two years also are recognized by the State Board (11 high schools in 2010-2011). State recognitions include certificates for display in school buildings, banners for LEAs, and recognition from individual State Board members and the State Superintendent, and recognition at statewide events.

### Schools of Promise

In addition to the recognitions based on the accountability system, Ohio has recognized *Schools of Promise* for over a decade. The State Superintendent’s *Schools of Promise* program recognizes schools demonstrating high achievement in reading and mathematics for all groups of students, despite the fact that 40 percent or more of these students come from low-income backgrounds. Students in these schools met or exceeded the state standard of 75 percent passage in both reading and mathematics in all tested grades for the 2010-2011 school year. Not only did the all students group achieve this 75 percent state standard, so did economically disadvantaged and all racial/ethnic subgroups. In addition, the school must have met AYP for all student groups and achieved a graduation rate (high schools only) of at least 85 percent. The 122 *Schools of Promise* identified in 2010-2011 outperformed schools statewide when comparing the number of indicators met in the state accountability system. Ohio’s proposed Reward schools recognition system builds upon, and is aligned with, the Schools of Promise and Ohio’s current accountability-based recognition programs.

### Ohio’s Proposed Reward and Recognitions:

With this waiver request, Ohio proposes to focus and strengthen its system of recognizing schools, identifying Reward schools for sustaining high achievement and substantial progress while serving a significant number of economically disadvantaged students. In order to include all schools meeting these criteria, Ohio proposes a system that includes not only Title I schools, but also Title I-eligible schools. The identification of Reward schools and reporting in the Local Report Card will begin in 2011-2012. By rewarding worthy schools, Ohio hopes to motivate schools that are not making progress, infuse more energy into those that are making gains, and create exemplars for others to model.

### Ohio’s Schools of Honor

Ohio’s proposed *High Performing Schools of Honor* methodology will build upon Ohio’s *Schools of Promise* program by identifying Title I and Title I-eligible schools that have a higher level of achievement than *Schools of Promise* and have sustained that level of achievement for five years. Schools identified as Schools of Promise now will have a higher award for which to strive. (See table below for a comparison of *Schools of Promise* and *High Performance Schools of Honor*.) *High Performing Schools of Honor* are Title I and Title I-eligible, schools with 40 percent or more of students eligible for free and reduced-price meals in the top 10 percent of schools for a combined reading and mathematics proficiency with no subgroup performance below the

state standard of 75 percent. *High Performance* schools also must have met or exceeded the Ohio Value-Added measure in the most recent year. While *Schools of Promise* criteria only consider ethnic and economic subgroups, the criteria for identifying *High Performing Schools of Honor* Reward schools includes performance of students with disabilities and English language learners. In addition to the above criteria, high schools identified as *High Performance* schools also must meet or exceed the state-prescribed benchmark of a 90 percent graduation rate (five percentage points higher than the criteria for *Schools of Promise*). These schools are truly remarkable and are examples of how all students are able to succeed when provided with a high-quality education. The schools identified by Ohio's selected methodology are an elite group. They have sustained the highest levels of student achievement despite the negative and pervasive impacts of poverty.

The proposed *High Progress Schools of Honor* will reward Title I, and Title I-eligible schools that are not only improving, but are the top 10 percent of schools as ranked by *gains* in student achievement in reading and mathematics over time. *High Progress* schools will add a new dimension to Ohio's system of recognition by recognizing significant gains in student performance. *High Progress Schools of Honor* are Title I and Title I-eligible schools with 40 percent or more of students eligible for free and reduced-price meals with a five-year combined reading and mathematics proficiency *gains* ranked in the top 10 percent. For high schools, schools are among the Title I, and Title I-eligible schools in Ohio making the *most progress* in increasing graduation rates. These schools also have met or exceeded measures of growth as indicated by the Ohio Value-Added measure for the three most recent years. Finally, *High Progress* schools recognition is aligned with Ohio's accountability system, requiring each school to have a current Local Report Card rating of Effective, Excellent or Excellent with Distinction. This requirement will be adjusted to align with Ohio's new rating system in 2014. Ohio's *High Progress* schools are truly exceptional. These schools are making the most significant and sustained gains in student performance despite high levels of poverty.

With an increased cadre of schools recognized for high performance and high progress, Ohio will have much to celebrate and an invaluable resource in Reward schools as model sites to show the way to improvement for other schools.

**Table 9: Criteria for High Performing and High Progress Schools**

Recognition	Poverty Level of School	Title 1 Status	Tested Grade Levels	Student Achievement All Students	Student Achievement For Subgroups	Student Subgroups Included	Graduation Rate For All Students	Student Progress For All Students	Local Report Card Rating
<b>Schools of Promise</b>	40% +	NA	3 - 8, 10 - 11	75% proficient in most recent tested year  (reading and math in each tested grade)	75% Proficient or better  (reading and math in each tested grade)  Applies to subgroups with 5 or more students	ED, Race	85%	Meets or Exceeds Value-Added Measure	NA
<b>High Performing Schools of Honor Reward Schools</b>	40% +	Title 1 and Title 1 eligible	3 - 8, 10	90% or better average proficiency for current year  (Reading and math combined proficiency in all tested grades)	75% Proficient or better  (reading and math combined proficiency in all tested grades for most recent year)  Applies to subgroups with 30 or more students	ED, Race, SWD, ELL	90%	Meets or Exceeds Value-Added Measure	NA
<b>High Progress Schools of Honor Reward Schools</b>	40% +	Title 1 and Title 1 eligible	3 - 8, 10	Highest gains in reading and math combined proficiency in all tested grades across a five-year period	NA	NA	Highest gains in graduation rate over five years	Meets or Exceeds Value-Added Measure for three years	Effective, Excellent or Excellent with Distinction



2.C.ii Provide the SEA’s list of reward schools in Table 2.

Please see Attachment 9.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

#### **Recognitions and Rewards**

Ohio will celebrate the successes of the highest performing and progressing schools and expand the current state system of public recognition and awards beginning in 2012. Ohio recognizes the significance and difficulty of effectively reaching the lowest-performing students and raising and sustaining student achievement. Ohio’s Reward schools and *Schools of Promise* demonstrate that achievement gaps can be eliminated and that all students can master Ohio’s challenging academic standards. The accomplishments of Reward schools will be celebrated and recognized in the following ways:

1. Publication on the ODE website and newspapers;
2. Certificates;
3. Banners;
4. News releases; and
5. Recognition at state conferences and events.

#### **Exemplars**

Both high-performance and high-progress Reward schools, along with *Schools of Promise*, will be identified as exemplars for others to model. Case studies and model practices from these schools will be collected and shared statewide. Exemplars from Ohio’s Schools of Promise served as a foundation for the creation of Ohio’s School Improvement Diagnostic Review in the past. Further exemplars gleaned from Ohio’s Reward schools will continue to inform and expand the examples of effective practices as resources for other Ohio schools. Ohio’s regional State Support Teams will link the highest-performing schools in each region with lower-performing schools in the same region as mentors and exemplars. More specifically, lower-performing schools, including Focus and Priority schools will be linked with Reward schools that are similar in population, environment and socioeconomic status, thus facilitating the sharing of practices that have been applied in similar settings.

## **2.D PRIORITY SCHOOLS**

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools.

#### **OHIO’S METHODOLOGY FOR IDENTIFYING PRIORITY SCHOOLS**

Based on the information and guidance provided by the U.S. Department of Education, the following methodology has been developed to identify Priority schools:

**Step 1: Determining the pool and calculating the percentages**

Ohio's pool of schools receiving Title I funding in FY2011 is 2,297 schools.<sup>3</sup> Five percent of 2,297 is 114.85; when rounded, this equates to 115 schools that must, at a minimum, be identified as Priority.

**Step 2: Identify schools using SIG funds to implement a school intervention model**

A list of Tier I and Tier II schools receiving SIG funds to implement a school intervention model was established.

- Cohort 1 (FY2009 SIG Application) – 35 Tier I/Tier II schools received SIG funds
- Cohort 2 (FY2010 SIG Application) – 45 Tier I/Tier II schools received SIG funds

A total of 80 Tier I and Tier II schools were awarded SIG funds in Cohort 1 and 2 application rounds. Of these schools, 79 remain open in the 2011-2012 school year. These 79 schools are automatically identified as “Priority schools.”

**Step 3: Identify additional Priority schools based on SIG methodology**

Ohio has chosen, as allowed by federal guidance, to use the same methodology to identify Priority schools that it used to identify Tier I and Tier II schools for the purposes of the SIG program, and simply apply that methodology to the broader pool of all Title I schools. In determining the lowest achieving schools, SIG requires that states look at two factors: 1) the school's current performance in reading and mathematics, and 2) the school's progress on reading and mathematics over time.

To obtain a measure of each school's current performance, Ohio combines each school's most recent performance (2010-2011 school year) in reading and mathematics (grades 3 through 11) into a single weighted-average percent proficient. To measure each school's progress over time, Ohio creates a single weighted-average percent proficient for reading and mathematics over the most recent five-year period (2007-2011). Each school year (i.e., 2007, 2008, 2009, 2010 and 2011) carries the same weight for the five-year average.

Each school's current performance and its measure of progress over time are weighted equally (50 percent each) and combined into a single measure – “combined percent proficiency.” This single number for each school is used to rank all eligible schools (e.g., Title I served schools or Title I-eligible secondary schools).

Using the “combined percent proficiency” rank, Ohio has identified an additional 35 schools to include in the designation of Priority schools from among the lowest-achieving schools.

In addition to the lowest achieving five percent, SIG requires states to include secondary schools with average graduation rates less than 60 percent over a number of years in their list of lowest-achieving schools. Beyond the already identified SIG-funded secondary schools, there is one additional secondary school with an average graduation rate less than 60 percent which will be identified as a Priority school.

<sup>3</sup> Even though all Title I served or Title I eligible secondary schools were included in the “pool” of eligible schools, the following schools were excluded when determining the lowest performing schools: dropout recovery schools (per SEA SIG methodology), schools that did not have a 2011 LRC rating (due to insufficient 2011 performance data), and schools that did not have at least 3 years of LRC ratings (due to not having 3 years of performance data).

**Table 10: Priority School Summary**

Count of Tier I & II SIG-funded schools open in FY2011	79
Count of Title I or Title I-eligible high schools added because of graduation rate <60	1
Count of Title I or Title I-eligible high schools added which were among lowest 5 percent	35
Total Priority Schools identified	115

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

ODE has identified and proposes to implement interventions to close the achievement gaps and increase student achievement in Priority schools. Ohio proposes to allow Priority schools that are SIG-funded to select one of four intervention models (Closure, Restart, Transformation, Turnaround). Priority schools that do not receive SIG funding have the option to select a fifth model, the OIP Selected Intervention and Turnaround Principles Model. Whichever model is selected, all components of the selected model must be implemented with fidelity.

Priority schools will be required to implement Extended Learning Opportunities. Ohio has a process for reviewing and approving external providers. Ohio’s process is designed to identify high-quality partners with experience and expertise applicable to the needs of the school, including specific needs of the students being served. This process is explained further in section 2.G. of this proposal.

For a minimum of three years, each Priority school is required to fully and completely implement each of the components of the selected intervention model. The components of each of the Turnaround Models are listed below.

**Table 11: Requirements of SIG-Funded Priority School Turnaround Models**

Model	Requirements for Priority Schools
Turnaround	<ul style="list-style-type: none"> <li>• Replace the principal</li> <li>• Use locally adopted “turnaround competencies” to review and select staff (rehire no more than 50 percent of existing staff)</li> <li>• Implement strategies to recruit, place and train staff. Prevent ineffective teachers from transferring to Priority schools and retain only those in the Priority school determined to be effective</li> <li>• Implement new evaluation system that’s developed with staff and uses student growth as a significant factor</li> <li>• Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment</li> <li>• Select and implement an instructional model based upon research, student needs and aligned with the state-adopted Common Core content standards</li> <li>• Provide job-embedded PD designed to build capacity and support staff</li> <li>• Ensure continuous use of data to inform and differentiate instruction</li> <li>• Redesign the school day, week or year to include additional time for</li> </ul>

	<ul style="list-style-type: none"> <li>student learning and teacher collaboration</li> <li>• Provide social-emotional and community-oriented services and supports</li> <li>• Partner to provide social-emotional and community-oriented services and supports</li> <li>• Adopt a new governance structure to report to a “turnaround office” in the LEA or SEA</li> <li>• Grant flexibility to the school leader in the areas of scheduling, staff, curriculum and budget</li> </ul>
Transformation	<ul style="list-style-type: none"> <li>• Replace the principal</li> <li>• Implement new evaluation system developed with staff and which uses student growth as a significant factor</li> <li>• Identify and reward staff who are increasing student outcomes; Provide support to staff that are struggling with the possibility of removal for those who continue to be ineffective</li> <li>• Implement strategies to recruit, place and train staff. Prevent ineffective teachers from transferring to Priority schools and retain only those in the Priority school determined to be effective</li> <li>• Select and implement an instructional model based upon research, student needs and aligned with the state-adopted Common Core content standards</li> <li>• Redesign the school day, week or year to include additional time for student learning and teacher collaboration</li> <li>• Provide job-embedded PD designed to build capacity and support staff</li> <li>• Ensure continuous use of data to inform and differentiate instruction</li> <li>• Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment</li> <li>• Provide increased learning time</li> <li>• Social-emotional and community-oriented services and supports</li> <li>• Partner to provide social-emotional and community-oriented services and supports</li> <li>• Grant flexibility to the school leader in the areas of scheduling, staff and curriculum</li> </ul>
Restart	<ul style="list-style-type: none"> <li>• Convert or close and reopen a school under a: <ul style="list-style-type: none"> <li>• Charter school operator</li> <li>• Charter management organization</li> <li>• Education management organization</li> </ul> </li> <li>• Follow all components of the transformation model except replacement of the principal</li> </ul>
Closure	<ul style="list-style-type: none"> <li>• An LEA closes a school and enrolls its students in schools that are higher achieving</li> </ul>

**Table 12: Requirements of the Non-SIG Funded Priority Schools**

Ohio's Improvement Process Selected Intervention and Turnaround Principles	<ul style="list-style-type: none"> <li>• Replace principal or demonstrate to the ODE that the current principal has a proven track record in improving achievement and has the ability to lead the turnaround effort</li> <li>• Implement strategies to recruit, place and train staff</li> <li>• Prevent ineffective teachers from transferring to Priority schools and retain only those in the Priority school determined to be effective</li> <li>• Implement new evaluation system developed with staff and which uses student growth as a significant factor</li> <li>• Select and implement an instructional model based upon research, student needs and aligned with the State adopted Common Core content standards</li> <li>• Provide job-embedded PD designed to build capacity and support staff</li> <li>• Ensure continuous use of data to inform and differentiate instruction</li> <li>• Provide job-embedded PD designed to build capacity and support staff</li> <li>• Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment</li> <li>• Provide social-emotional and community-oriented services and supports</li> <li>• Partner to provide social-emotional and community-oriented services and supports</li> <li>• Grant flexibility to the school leader in the areas of scheduling, staff, curriculum and budget</li> </ul>
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2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Ohio's timeline includes the following assumptions:

- Ohio has already begun to implement meaningful interventions in many of its existing Priority schools.
- Ohio has 85 schools that have been awarded SIG grants since the 2010-2011 school year:
  - 34 of these schools (Cohort 1) have been implementing either the turnaround or transformation model since 2010-2011.
  - 6 schools are Tier 3 and have been implementing their school improvement strategies.
  - 45 additional schools (Cohort 2) began implementing the turnaround or transformation model (one school is implementing the restart model) during the 2011-2012 school year.
- All Ohio's SIG funded schools will be designated as Priority schools.
- Ohio will integrate and align the additional 30 schools that will qualify as Priority schools with the SIG process.
  - Each of these schools will be eligible to compete for available SIG funding.
  - Ohio will identify these schools based on the data from the 2011-2012 Local Report Card released in September 2012.
  - These schools will be notified by January 2013 of their status as Priority schools and their eligibility to compete for SIG funding.

- They will also be notified that, regardless of whether they are funded, they will be required to implement one of the four SIG models and Ohio's proposed identified fifth model by the 2013-2014 school year.

- In March 2013, the ODE will provide technical assistance to these schools and open the funding application period. Applications (which must include a plan to implement the meaningful interventions) will be due around May 1, 2013.
- By June 1, 2013, schools will be notified whether funds have been awarded and whether their plans to implement the turnaround principles are approved. The ODE will provide technical assistance to any school whose plans are not approved to ensure that it will begin implementation of the meaningful interventions by the 2013-2014 school year.
- In September and October 2013, ODE will provide orientation to principals and LEA coordinators. If all the schools in a district are not awarded SIG funds, SIG-awarded schools could distribute some funds to other identified Priority schools within the district consistent with waiver area 10 which allows SIG funds to be used in non-funded SIG schools.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Ohio will generate and publically release the list of Priority schools using the methodology included in this request in August 2012, reflecting the most current data available from the 2011-2012 report card. The SEA will not update the Priority list until August 2015 in order to provide non-SIG-funded priority schools the appropriate length of time to implement interventions. To move off of the Priority school list, schools will need to demonstrate improvement in order to no longer be identified in the bottom 5 percent of combined reading and mathematics proficiency, or less than 60 percent graduation rate over time, using the priority school methodology included in this submission.



## 2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.”

### **Ohio’s Methodology for Identifying Focus Schools**

Ohio’s Focus school identification methodology identifies schools that have the greatest student achievement gaps and are failing to decrease those gaps.

### **Methodology for Determining Focus Schools**

Step 1: Determining the pool and calculating the percentages

Federal guidance states, “An SEA must include all Title I schools in the pool from which priority schools and focus schools are selected.” (ESEA Flexibility, Frequently Asked Questions, 10/3/2011, p.24).

Ohio’s pool of schools receiving Title I funding in FY2011 is 2,297 schools. Ten percent of 2,297 is 229.7; when rounded, this equates to 230 schools that must be identified as focus schools.

Step 2: Identify schools that have a subgroup or subgroups with low achievement

To identify schools that have a subgroup or subgroups with low achievement, Ohio looked at two factors: 1) the school-to-state gap between the school subgroup’s current performance in reading and mathematics and the state-level All Students subgroup, and 2) the school subgroup’s progress on reading and mathematics over a number of years. Ohio has selected three years as its timeframe for measuring progress.

To obtain a measure of current performance, Ohio combined each school’s most recent performance (2010-2011 school year) in reading and mathematics (Grades 3 through 10) into a single, weighted-average *percent at least proficient* for each subgroup with 30 or more tested students. The school subgroup performance was then compared against the All Students state subgroup data. School subgroups were then rank-ordered based on the calculated subgroup gap.

To measure each school’s progress over time, Ohio compared the school subgroup’s combined performance in Reading and Math (grades 3-10) in 2010-2011 to the same measure in 2008-2009. Any subgroup demonstrating less progress than the state was identified as not making enough progress. The progress analysis was only measured if a subgroup had at least 30 tested students in both years.

**Table 13: Subgroup – State Aggregate Proficiency Comparison (Reading and Mathematics)**

School Subgroup, N>=30	State Aggregated Subgroup Comparison	School-to-State Gap 80th Percentile	State Subgroup 3 Year Change
Black, non-Hispanic	All Students	40.6%	4.6%
Hispanic	All Students	31.9%	5.5%
American Indian/Alaska Native	All Students	NA*	3.0%
Multiracial	All Students	24.5%	3.5%
Students with Disabilities	All Students	55.0%	2.9%
Economically Disadvantaged	All Students	31.6%	5.3%
Limited English Proficiency	All Students	35.8%	3.5%

\* No American Indian/Alaska Native school subgroups with at least 30 students

To be identified as a focus school, a school must have at least one subgroup: 1) with a calculated school-to-state gap at the 80<sup>th</sup> percentile or greater, and 2) identified as not making enough progress compared to the state subgroup three-year change. Using this methodology, Ohio identified 293 focus schools from among the schools with the largest calculated subgroup gaps and lowest progress over time.

Step 3: Identify schools that have a subgroup or subgroups with a low graduation rate

To identify schools that have a subgroup or subgroups with a low graduation rate, Ohio looked at two factors: 1) the gap between the school subgroup's and state All Students subgroup's graduation rate, and 2) improvement in the school subgroup's graduation rate over a number of years. Ohio has selected three years as its timeframe for measuring progress.

To obtain a measure of current graduation rate performance, Ohio used the most recent graduation rate data available<sup>4</sup> (2009-2010). To be included in the analysis, school subgroups must have at least 30 students. The school subgroup performance was then compared against the All Students state subgroup data. School subgroups were then rank-ordered based on the calculated subgroup gap.

To measure each school's progress over time, Ohio compared the subgroup's 2009-2010 and 2007-2008 graduation rates. Any subgroup demonstrating less progress than the state was identified as not making enough progress (see table below). The progress analysis was only measured if a subgroup had at least 30 students in each school year.

<sup>4</sup>The 2009-2010 graduation data used in the analysis was based on Ohio's Estimated Cohort Graduation Rate (calculated by dividing the number of graduates by the number of graduates plus the number of dropouts). The new, federally mandated Four-Year Adjusted-Cohort Graduation Rate will be used to identify focus schools once three years of graduation rate data is available using this methodology (e.g. 2012-2013 Local Report Card).

School Subgroup, N>=30	State Aggregated Subgroup Comparison	School-to-State Gap 80th Percentile	State Subgroup 3 Year Change
Black, non-Hispanic	All Students	24.0%	1.0%
Hispanic	All Students	26.6%	0%*
American Indian/Alaska Native	All Students	15.0%	5.2%
Multiracial	All Students	11.0%	0.1%
Students with Disabilities	All Students	2.0%	0%*
Economically Disadvantaged	All Students	13.4%	2.3%
Limited English Proficiency	All Students	8.4%	4.3%

\* The actual state subgroup 3 year change demonstrated negative growth. In this instance, the number zero was used as a cut-point to identify school subgroups not making enough progress compared to the state average.

To be identified as a Focus school, a school must have at least one subgroup: 1) with a calculated school-to-state graduation gap at the 80<sup>th</sup> percentile or greater, and 2) identified as not making enough progress compared to the state subgroup three-year change. Using this methodology, Ohio identified five focus schools from among the schools with the largest calculated subgroup gaps in graduation rate.

Note: All schools, regardless of Title I status, were included in the pool of eligible school for the Focus school analysis.

FY2011 Focus School Summary Table	
<b>Total Title I FY11 participating schools</b>	<b>2297</b>
<b>10% Focus School requirement</b>	<b>230</b>
<b>Count of all schools identified, 80th percentile</b>	<b>400</b>
<b>Count of Title I schools identified, 80th percentile</b>	<b>293</b>

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Ohio will generate and release the first list of Focus schools using the methodology included in this request in August 2012, reflecting the most current data available from the 2011-2012 Local Report Card. A list of Focus schools will be released publically each year based on the most recent Local Report Card data. A school may meet its AMO targets but still be classified as a Focus school if subgroup gaps remain among the highest relative to other school subgroups in the state. This allows the SEA to direct resources to the schools contributing to the achievement in the state, even if they are meeting their AMO targets. To move off of the Focus school list, schools will need to demonstrate improvement such that the school is no longer identified with proficiency or graduation school-to-state gaps at the 80<sup>th</sup> percentile or greater and not making enough progress compared to the state All Students subgroup.

Schools identified as Focus schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and regional State Support Team. The State Support Team will use state-level data sources to help LEAs identify the specific needs that contributed to the identification of the LEAs Focus schools. Focus schools will receive intensive technical assistance targeted to raising student the performance of the lowest performing subgroups at least weekly during on-site monitoring by the State Support Team working in cooperation with LEA administrators. The monitoring process will check the school's fidelity of implementation of the OIP process by tracking the Building Leadership Team's use of formative assessment data to design appropriate instructional strategies. Monitoring student-growth data will be part of the State Support Team and LEA weekly monitoring responsibilities. This monitoring will continue as long as a school has the Focus school designation.

In addition, State Support Team monitoring will check the school's implementation of LEA-selected improvement initiatives targeted at raising student achievement of students who are furthest behind. For example, if an LEA improvement plan requires schools to improve the performance of students with disabilities' performance on state assessments, the regional State Support Team would look for evidence of the Building Leadership Team using student data to design instruction that meets the identified needs of students' Individualized Education Plans. The State Support Team would look for collaborative efforts between the general education and special education teachers. This could be demonstrated by collaboration during Teacher-Based Teams and in the classroom. The State Support Team will monitor the results of the implementation which will result in increased student achievement for students with disabilities.

Once a school is no longer designated as a Focus school, technical assistance from the regional State Support Team targeting student achievement of the lowest performing student subgroup will continue for two years, becoming less intensive each year. Through required implementation of the OIP, the Building Leadership Team of a Focus schools will participate in the process of monitoring the implementation of the strategies by the Teacher-Based Teams. The Building Leadership Team will be expected to take over the monitoring process of Teacher-Based Teams in the school after the example of the State Support Team.

### **Diagnostic Review and Monitoring of Focus Schools**

Ohio will select Focus schools to receive a Diagnostic Review from the 10 percent of Title I schools identified each year. This selection will be informed by the LEA, the regional State Support Team and whether the school has had a Diagnostic Review, and how recently the Review was completed. Based on the results of the School Improvement Diagnostic Review, the Building Leadership Team will refine and deepen the strategies and actions steps in the building plan with the assistance and support of the regional State Support Team to ensure transformational strategies are implemented to reverse the school's performance trajectory. In addition, the SEA's Office of Innovation and Improvement staff monitors implementation of the focused plan and the OIP in the Focus school with three-, six- and 12-month follow-up monitoring visits.

### **Required Interventions for Focus Schools**

Focus schools must use the Decision Framework to create a School Need Assessments and subsequently develop one focused plan for the school. They will institute and fully implement data- driven goals from one focused plan, including professional development for teachers and technical assistance by the State Support Team or Educational Service Center. In addition, Focus schools will develop a focused improvement plan for the school based on OIP guidelines and in compliance with the Ohio Improvement Process Implementation Review (OIPIR). These plans will include the recommendations of the School Improvement Diagnostic Review reports. Also, these schools will use Title I funds directed to professional development at the school as designated in the plan. They will develop and implement short-cycle, formative assessments to provide data that will assess the effectiveness of instructional practices designed to increase student achievement. Focus schools also have the option to implement one of five School Turnaround Models, replace all/most of the building staff (which may include the principal), or replace the staff relative to the identified issues.

Focus schools will be required to implement Extended Learning Opportunities. Ohio has a process for reviewing and approving external providers. Ohio's process is designed to identify high-quality partners with experience and expertise applicable to the needs of the school, including specific needs of the students being served. This process is explained further in section 2.G. of this proposal.

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

ODE will generate and release its first list of Focus schools using the methodology included in this request in August 2012, reflecting the most current data available from the 2011-2012 Local Report Card.

A list of Focus schools will be publically release each year based on the most recent report card data. A school may meet its AMO targets but still be classified as a Focus school if subgroup gaps remain among the highest relative to other school subgroups in the state. This will allow the SEA to direct resources to the schools contributing to the achievement in the state, even if they are meeting their AMO targets. To move off of the Focus school list, schools will need to demonstrate improvement in order to no longer be identified with proficiency or graduation school-to-state gaps at the 80th percentile or greater and not making enough progress compared to the state All Students subgroup.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>

Total # of Reward Schools: \_\_\_\_\_

Total # of Priority Schools: \_\_\_\_\_

Total # of Title I schools in the State: \_\_\_\_\_

Total # of Title I-participating high schools in the State with graduation rates less than 60%: \_\_\_\_\_



**Key****Reward School Criteria:**

- A. Highest-performing school
- B. High-progress school

**Priority School Criteria:**

- C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group
- D. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years
- E. Tier I or Tier II SIG school implementing a school intervention model

**Focus School Criteria:**

- F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

## 2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

### **The Ohio Model of Differentiated Recognitions, Supports and Interventions**

Accountability for student achievement under NCLB has been the key driver of focused educational change in Ohio. After 10 years of NCLB implementation and three years of Ohio’s Differentiated Accountability Model implementation, Ohio can point to a number of tangible improvements that have been achieved. However, more can be done. The time is right to revise and tailor the interventions provided to LEAs focused on closing achievement gaps and preparing all students for college and career. With three years of lessons learned, the updated proposed Ohio Model of Differentiated Recognitions, Supports and Interventions will help Ohio accelerate support and better target resources, technical assistance and interventions to the schools and LEAs that need the most assistance.

Ohio’s intent is to create a completely unified system of accountability, supports, interventions, and recognitions. Instead of determining supports and interventions based solely on one measure of performance, Ohio’s new Differentiated Recognitions, Supports and Interventions Model will be based on all four equally weighted measures. By doing so, Ohio intends to minimize confusion and incentivize LEAs to focus on making necessary improvements in instruction and supports. As schools demonstrate that they are successfully moving all students to college- and career-readiness, the SEA will reward these efforts by granting LEAs more autonomy and less intervention and monitoring. Conversely, those LEAs that demonstrate, through their performance data, they are not meeting the needs of all students, will receive increased monitoring and intervention from the SEA. The intensity of monitoring and interventions will match the severity of the need to improve.

### **Proposed Differentiated Recognitions, Support and Interventions Index**

Ohio is moving away from producing a summative rating for each LEA and school, to a system that will assign an equally weighted letter grade to each of the four components (Performance Indicators, Performance Index, Proficiency and Graduation Gap and Value-added) (as described above in 2.A). By doing so, the accountability system is more transparent and understandable. In addition, the closing of achievement gaps is raised to a higher level of urgency by assigning it equal weight in the accountability system.

To determine a LEA’s status in Ohio’s system of differentiated supports and interventions using the, multiple measure system, a new cumulative score will be determined. Ohio is converting the new Local Report Card letter grades to corresponding individual scores. For each A-level accountability measure the LEA will receive a score of 5 points; B receives a score of 4 points; C receives a score of 3 points; D receives a score of 2 points; and F receives a score of 1 point. These scores are then combined to create the Differentiated Recognitions, Supports and Interventions Index (see table below). A LEA score indicates the severity of need for intervention and the corresponding supports provided by Ohio.

**Table 16: Four Graded Accountability Measures**

Measure	Performance Level	Score
Performance Indicators	A – F	5 – 1
Performance Index	A – F	5 – 1
Value Added	A - F	5 – 1
Proficiency and Graduation Gap Measure	A – F	5 - 1
Total	Maximum Score = 20 points Minimum Score = 4 points	

Ohio will maintain the current four levels of differentiated interventions and support as depicted in the table below. LEAs with cumulative scores ranging from 12.1 to 20 points will be provided with the maximum level of autonomy and the lowest level of intervention from the SEA provided the LEA does not have any Priority or Focus schools, has a Value-Added score of 3 or above, and no other performance measure is below a B grade (4 points). If any of these criteria are not met, the LEA is assigned Low Intervention Support status and receives the SEA supported interventions provided at this level (see description below). LEAs receiving a cumulative score from 10.1 to 12 points are designated as Low Intervention Support Status, and LEAs with scores of 6.1 to 10 are assigned to Medium Intervention Support Status and are provided with the supports and interventions assigned to this level. LEAs that obtain a score between 4 and 6 points are designated as High Intervention Support status and receive the requisite interventions and supports described in detail later in this section.

**Table 17: Differentiated Levels of Support and Intervention**

LEA Level	Cumulative Score (20 possible points)	Additional Criteria
No Intervention Support Status	12.1 – 20	<ul style="list-style-type: none"> <li>No Priority or Focus Schools</li> <li>Value Added Score &gt; or = 3 (C)</li> <li>Gap Measure Score &gt; or = 4 (B)</li> <li>Performance Index Score &gt; or = 4 (B)</li> <li>Performance Indicators Score &gt; or = 4 (B)</li> </ul>
Low Intervention Support Status	10.1 – 12	Includes “No Intervention Support” Status LEAs that do not meet one or more of the criteria above.
Medium Invention Support Status	6.1 – 10	NA
High Intervention Support Status	4 – 6	NA

In the example cited in section 2.B., the LEA would be designated in No Intervention Support status given their Gap Measure score of 4.7. The LEA would still need to submit a LEA Improvement Plan to the SEA indicating how the LEA will address the needs of Students with Disabilities given the LEA received a C grade for that student subgroup. This LEA could take advantage of all the supports and intervention resources available to all LEAs in higher support status to assist in their improvement efforts.

## **LEVELS OF INTERVENTION AND SUPPORT**

Ohio provides a selection of assessments and interventions to support LEAs that are assigned to Low, Medium, and High Intervention Supports status. These assessments include the Decision Framework, the School Improvement Diagnostic Review, and a Needs Assessment; and the OLAC Team Leadership Self Assessments, an OIP implementation rubric and the School Improvement Diagnostic Review. Each of these assessments is a tool that LEAs may use to inform their improvement plans. Ohio's interventions are outlined in the tables below (low, medium, high.) Sections 2.D.iii and 2.E.iii describe the interventions for Priority and Focus schools.

### **No Intervention Support Status**

LEAs placed in No Intervention Support status will be granted maximum autonomy and minimum oversight from the SEA. In this way, these highest-achieving LEAs will be incentivized by having the highest level of freedom for self-direction and innovation. As in the past, these LEAs will be required to complete and submit a focused improvement plan to the state. These LEAs will be able to utilize all the tools and resources available to support districts, including the Ohio Improvement Process as they see fit.

### **Low Intervention Support Status**

LEAs designated as Low Intervention Support status must use Ohio's Decision Framework, School Improvement Diagnostic Review self-assessment (beginning in 2013) to complete LEA and school-level Needs Assessments to develop one focused plan for the LEA. They must institute and fully implement data-driven goals including professional development for teachers. Each school must also develop an improvement plan. The SEA will monitor the LEA plan and progress implementing the OIP, including the LEA's progress toward meeting Ohio's AMOs identified in this flexibility request (see section 2B). LEAs in Low Support may choose to have a Diagnostic Review by the State Diagnostic Team. LEAs with Priority and Focus Schools will be given preference for the Diagnostic Review.

### **Medium Intervention Support Status**

LEAs must implement the same required strategies as Low Support. Beyond the strategies required for Low Support districts, Medium Support districts will be required to address school safety, discipline and non-academic barriers to learning in their LEA and School Improvement plans. Medium Support LEAs will also have a range of interventions and supports to choose from such as the Diagnostic Review.

### **High Intervention Support Status**

LEAs designated as High Support must implement the same interventions as Low and Medium Support, but also must participate in an on-site review by the State Diagnostic Team as selected by the state. The district will also receive follow-up monitoring during the first year by the State System of Support state-level staff. High Support districts will select from several options for interventions such as replacing all or most of the building staff (which may include the principal) or extending the school year or school day for the building.

For LEAs that fail to close achievement gaps, Ohio has a structure in place to intervene. The Differentiated Accountability model authorizes SEA to reconstitute, turn-over or close chronically low-achieving schools. Ohio law also authorizes the State Superintendent to create an Academic Distress Commission for districts

that continue to miss the target. Ohio has one Academic Distress Commission currently in place in one of its lowest achieving LEAs. The Commission has broad ranging authority such as creating an academic recovery plan and appointing school building administrators and reassigning administrative personnel.

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
- ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
- iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Throughout this application, Ohio has demonstrated its commitment to hold LEAs and schools accountable for student success while offering recognition and autonomy as well as intensive interventions and supports. Ohio’s commitment is multi-tiered and is not a “one size fits all” approach. Some LEAs are ready, willing and able to accept the support and capacity-building opportunities within the system. These LEAs take full advantage of the tools embedded in the Differentiated Recognitions, Interventions and Support Model. As explained in the previous section, Ohio’s Model of Differentiated Recognitions, Interventions and Supports accelerates the direct targeting of resources, technical assistance and interventions to low-achieving schools and LEAs. LEAs and their schools move through the OIP together, using data to target improvement efforts by identifying their greatest needs and aligning work around a limited number of focused goals. Through a unified regional infrastructure of State Support Teams, districts and their schools are provided with high-quality training and support to meet their focused goals for improvement.

### More Focused SEA Support for Ohio’s Lowest Achieving Schools:

The SEA has realigned itself to better support Ohio’s lowest-achieving schools. In July 2011, ODE reorganized with the following objectives in mind: 1) align ODE structure with full implementation of RttT, including time after federal funding ends; 2) fulfill current and new state and federal statutory duties; and 3) deliver support in the most effective and efficient manner possible, while striving to achieve improved outcomes. The Center for Accountability and Continuous Improvement was created as a part of this reorganization to support all LEAs’ efforts to improve, especially low-achieving LEAs to ensure the following characteristics are embedded within each school: strong instructional leadership; rigorous standards and instruction; data-driven decision-making; instruction designed for all student success; parent and community involvement; positive school culture; and coherent professional development.

### Ohio's Resources for Differentiated Support, Monitoring and Technical Assistance

Ohio has developed a cadre of resources for differentiated support, monitoring and technical assistance to provide early, systemic assistance to LEAs. Much like the *Response to Intervention* (RTI), Ohio's resources provide comprehensive supports to all LEAs and more targeted and intensive supports, monitoring and technical assistance to LEAs that are at-risk or are currently low achieving.

### Supports and Interventions for All LEAs

Based on the experience and data in implementing the OIP over the past three years, Ohio has elected to move a number of supports previously reserved for Medium Support LEAs and has made them available to LEAs in Low Support and even LEAs in the No Intervention Support status. This has been done to better support schools to prevent them from progressing to higher levels of support need.

- **Ohio Improvement Process (OIP):** Districts and their schools move through the OIP together, using data to target improvement efforts by identifying their greatest needs and aligning work around a limited number of focused goals. Through a unified regional infrastructure, districts and their schools are provided with high-quality training and support to meet their focused goals for improvement.
- **Ohio's Value-Added system (District Value-Added Specialist):** Value-Added professional development tools are available without cost to Ohio K-12 public educators. They are designed to build expertise in Ohio around: what is Value-Added analysis; how to access, navigate and interpret diagnostic reports; how Value-Added fits into the context of accountability; and how to utilize Value-Added information for school improvement.
- **Ohio Leadership Advisory Council (OLAC):** Through a partnership with the Buckeye Association for School Administrators (BASA), ODE has developed a comprehensive set of tools designed to develop shared leadership and build the capacity of future leaders aligned to the OIP. The tools include multiple conferences annually and a "living" website that offers a wealth of professional development opportunities to LEAs at no cost. The professional development is focused on the implementation of the OIP through the research-based leadership framework.
- **Ohio STEM Learning Network (OSLN):** This network is a subsidiary of Battelle Memorial Institute and sponsors seven "STEM Hubs" located throughout the state. These "Hubs" offer professional development to LEAs that are interested in infusing STEM principles into their schools. Hubs host regional networking opportunities to pair STEM demonstration sites with prospective STEM LEAs.
- **Ohio Teacher Evaluation Framework; Ohio Principal Evaluation Framework:** Over the past decade, Ohio has made important education policy advances in its K-12 system, with a focus on standards and accountability. The State Board of Education has adopted standards for teachers, principals, superintendents, school business officials and treasurers as well as professional development standards. In 2009, HB 1 directed the Ohio Educator Standards Board to recommend model evaluation systems for teachers and principals. The OTES was created in response to this mandate. Recent legislation mandates that the board of education of each school district, in consultation with its teachers, adopt a standards-based teacher evaluation policy that conforms to the framework for the evaluation of teachers developed under section 3319.112 ORC. In addition, Ohio's RtT districts and community schools will implement teacher and principal evaluation systems that are aligned to the state model which meets this mandate. On Nov. 15, 2011, the State Board of Education (SBOE) adopted the OTES Framework.



- **Academic Content Standards:** Ohio’s Academic Content Standards describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. Each standard has benchmarks that are the specific components of the knowledge or skill identified by an academic content, performance or operational standard. Grade-level indicators are what students should know and be able to do by the end of each grade level and serve as checkpoints to monitor progress toward the benchmarks.
- **Adoption of Common Core:** As detailed in Principle Area 1, Ohio has adopted the Common Core standards.
- **New Tools for Data Analysis and Instructional Improvement:** Ohio proposes to streamline and consolidate the electronic tools available to LEAs for data analysis, instructional improvement and planning to ensure a cohesive and comprehensive system that reduces administrative burden and realizes efficiencies:
  - Data Tools Consolidation Project – This project will all the state to streamline and integrate the multitude of data analysis tools provided by the state thereby eliminating duplication and provide a single Web portal for access;
  - Instructional Improvement System (IIS) – This project will implement an IIS that provides participating LEAs with a cohesive system that includes the following components: standards and curriculum, curriculum customization for differentiated instruction, interim assessments and data analysis capabilities;
  - Single Application – This project will streamline and consolidate the various planning tools/applications that LEAs are currently required to submit into a cohesive system that minimizes duplicate data entry and submission.
- **State Standard Instructional Improvement System:** Ohio, through its RttT funds, is developing a State Standard Instructional Improvement System (State IIS). The State IIS is a classroom tool that will be available to all teachers, and will have the following components: standards and curriculum, curriculum customization for differentiated instruction, interim assessments and data analysis capabilities.
- **“One Plan:”** The SEA is in the beginning stages of the development of a single-source planning tool for LEAs. Ohio LEAs are required to create plans to address academic achievement, school improvement, professional development, Highly Qualified Teachers, use of technology, providing services to various populations (students with disabilities, LEP, etc.) and several others. Ohio is currently soliciting feedback from the LEAs to unify planning requirements to reduce the burden and consolidate duplicative components into a single planning tool. “One Plan” will promote the use of multiple resources to support Ohio’s new accountability system implementation in 2014-2015.

### Targeted Support/Monitoring /TA for LEAs

**State Support Teams:** Ohio's state support system includes State Support Teams divided into 16 regions across the state, led by specific points of contact (SPOCs) and special education points of contact (SPECs). Additionally facilitating the support of districts in the regions are early childhood and early literacy leads. These teams deliver and support professional development and technical assistance to identified districts focusing in the areas of the OIP, Special Education and Early Childhood. These teams use a connected set of tools to improve instructional practice and student performance on a continuing basis.

- **The Ohio Improvement Process Implementation Review (OIPIR):** This monitoring system consists of desktop reviews (gap analysis), extended telephone reviews and onsite visits for LEAs to support their development and implementation of the OIP. The desk reviews serve as a method to identify professional development needs related to OIP implementation in the identified LEAs. State Support Teams develop their work plans with the LEAs in their region using this tool. SEA staff support this process by collecting and analyzing the data of the support teams. Desktop audits are coordinated and aligned with the Diagnostic Review bed which is described later in this section.

### Intensive Support/Monitoring /TA for LEAs and Priority and Focus Schools

- **Creation of new Turnaround Teams:** Individuals from the 16 Regional State Support Teams will undergo intensive specialized training on turnaround principles and how to align turnaround initiatives to the OIP. This team will support low-performing schools with emphasis on Focus schools. (There are other support, monitoring and TA structures in place for Priority schools.) The goal of the turnaround teams will be to prevent Focus schools from becoming Priority schools. If a Focus schools becomes a Priority school, the work of the turnaround teams will have served to familiarize these schools with some of the key components and interventions of Priority schools.
- **Family and Civic Engagement Teams:** Ohio is currently using RttT funds to strengthen the existing set of supports which provide professional development, coaching and customized family and civic engagement tools to each district with persistently low-achieving schools. Professional development and coaching will leverage the existing infrastructure of school supports in Ohio, including county teams made up of ESCs, Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

Training will focus on building the capacity of parents to serve on district and building leadership teams. Parent leaders will engage existing district and community parent groups and families in activities designed to solicit input on school improvement, increase positive two-way communication between families and schools, create resources to help families support their child's learning from cradle to career, increase social networking among families and provide linkages to community resources and supports.

- **Ohio School Improvement Diagnostic Review**

An important component of Ohio's system of support is the Ohio School Improvement Diagnostic Review. This qualitative data collection process is designed to gain access to observable behaviors and practices that provide information beyond existing data currently reported by the Ohio Department of Education. The methods and protocols created for this review process are grounded in scientifically-based research practices, are correlated to the themes that emerged from Ohio Schools of Promise (see Reward schools section) case studies, and align to Ohio's academic standards and guidelines.

The Diagnostic Review process helps LEAs and schools improve student performance by analyzing

current local practices against effective research-based practices, identifying areas of strength and areas needing improvement. Six critical areas of effective practice serve as the foundation for the review: alignment with standards; instructional practices; environment/climate; system of leadership; professional development; and data-driven decision-making.

The School Improvement Diagnostic Review and State Diagnostic Team are part of a larger state system of support for low performing schools. Based on the results of the School Improvement Diagnostic Review, the Building Leadership Team will refine and deepen the strategies and actions steps in the building plan with the assistance and support of the regional State Support Team to ensure transformational strategies are implemented to reverse the school's performance trajectory. In addition, the SEA's Office of Innovation and Improvement staff monitors implementation of the focused plan and the OIP in schools with three-, six- and 12-month follow-up monitoring visits.

Currently, the intensive School Improvement Diagnostic Review is dependent upon a small number of skilled external reviewers. While this system ensures high-quality data collection and reporting, it limits ODE's capacity to provide the Diagnostic Review to all High Support LEAs and Priority and Focus schools. Furthermore, many high performing schools and LEAs, and LEAs in Low Support and Medium Support status have requested a Diagnostic Review for their schools. Given the high demand and the numerous requests, Ohio will expand the Diagnostic Review with a self-assessment tool. With this tool, LEA teams will be able to partner with their regional State Support Team to conduct a similar self-report Diagnostic Review. The self-assessment tool will be developed and piloted in a variety of schools and LEAs in 2012-2013 and will be made available to all LEAs and schools in the state in the fall of 2013.

- **Office of Strategic Initiatives:** ODE's Office of Strategic Initiatives focuses on achievement and graduation rate gaps among Black, Hispanic, economically disadvantaged students and Students with Disabilities. Working collaboratively with other centers and offices within ODE, this office integrates programs, initiatives and tasks throughout the agency that address achievement gaps, urban and rural education and first-generation college students. The office will identify and promote proven strategies that will close achievement gaps, disseminate information on the nonacademic barriers that perpetuate gaps, build the capacity of all educators on the value and importance of culturally relevant teaching, raise awareness about the adverse consequences of achievement gaps in Ohio, and assist LEAs in actively seeking and including student voice as part of their decisions.
- **Ohio Network for Education Transformation (ONET):** ONET is working with districts, charter schools and their external partners as they develop and implement plans for turnaround, transformation or closure and seek technical assistance to move forward and to ensure student success remains central to their work. One of the primary responsibilities of ONET is in the area of accountability, which is essential in turnaround work. Too often, the lack of improvement in failing schools stems from a deficient accountability system and an absence of networked improvement strategies. ONET will coordinate support and deepen community engagement to spur shared accountability and ownership of the transformation of these schools.
- **HB 153:** Recent legislation provides additional incentives to ensure that low-performing schools, both traditional and charter, are improving in a rapid manner. These incentives include the following:

**Parent Takeover Pilot Project:** Schools ranked in the lowest 5 percent statewide by Performance Index score for three consecutive years are subject to parent takeover if 50 percent of the parents of the students in an applicable school sign a petition requesting certain reforms, such as reopening the school as a conversion community school and replacing at least 70 percent of the school's personnel.

**Teacher Retesting:** Teachers of core subjects (reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography) in schools ranked in the lowest 10 percent of all school buildings must retake all tests required for licensure. The scores of those tests can be used in employment decisions, though they cannot be the only criteria.

**Sponsor Ranking:** Community (charter) school sponsors that rank in the lowest 20 percent of sponsors cannot sponsor additional community schools. The ranking is based on the aggregate Performance Index score of their sponsored community schools.

#### **SEA Review and Approval of External Providers for Extended Learning Opportunities for Priority and Focus Schools**

Ohio has a process for the rigorous review and approval of any potential external provider to support the implementation of interventions in Priority and Focus schools. There is a competitive application process that identifies the criteria that each potential external provider must satisfy, including the provision of data to support the provider's expertise and ability to turn around low-performing schools. The applications are reviewed and scored based on a rubric. Only those providers who score satisfactorily are approved. Once external partners are selected, Ohio provides each school with a handbook that contains key elements to help it identify the best external provider. Ohio's process is designed to identify high-quality partners with experience and expertise applicable to the needs of the school, including specific needs of the students being served.

**PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP****3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
<p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</li> </ul>	<p><input checked="" type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11);</li> <li>iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>iv. a description of the process used to involve teachers and principals in the development of the</li> </ul>	<p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul>

	<p>adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and</p> <p>v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</p>	
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### Guidelines in Place and Evidence of Adoption

At the core of Ohio's reform plan is the fundamental belief that the quality and effectiveness of the teacher is the single most important school factor in determining student success. Furthermore, the impact of leadership at the school-building level also plays a significant role in supporting teacher effectiveness as well as improving student achievement. Ohio has a history of legislation, partnerships and innovations at the State and local levels that enable successful implementation of a new human capital management system. Highlights of this history include:

- In 2005, SBOE adopted teacher and principal standards developed by the Educator Standards Board (ESB) and educators from around the state. Since that time, the Educator Standards have served as the foundation for every new initiative connected with Supporting Effective Instruction and Leadership. (Attachment 14: Ohio Standards for the Teaching Profession; Attachment 15: Ohio Standards for Principals)
- In 2009, Ohio HB 1 created a new, four-tiered licensure system for teachers beginning with a four-year residency license for new teachers, professional licenses for career teachers and senior and lead teacher licenses for teachers who choose to pursue them to advance in the profession. (Attachment 10; Attachment 11)
- In 2010, Ohio was awarded a Race to the Top (RttT) grant that includes more than 470 LEAs throughout the state. These LEAs have committed to implement annual performance evaluations of educators, with student growth as a significant factor, by 2013-2014. (Attachment 16: LEA Scope of Work Commitments (Area D))
- In 2011, HB 153 further codified Ohio's commitment to a comprehensive evaluation system of reform by requiring all districts to implement new teacher and principal evaluation policies that align with state-developed frameworks. District implementation is required by July 1, 2013, a full year in advance of the ESEA Flexibility-required timeline. (Attachment 10; Attachment 11)
- Ohio already has worked with educators to develop model teacher and principal evaluation systems which differentiate effectiveness using multiple rating categories and require annual evaluations that include student growth as 50 percent of the evaluation. (Attachment 10; Attachment 11; Attachment 17: Stakeholder Participation OPES; Attachment 18: Stakeholder Participation OTES)
- More than 100 districts participate with Battelle for Kids, a national, nonprofit organization, and the Center for Educational Leadership and Technology (CELt) to validate and use student growth metrics for teachers. Ohio has begun to expand this work to all districts statewide through RttT. (Attachment 19; Battelle for Kids Scope of Work; Attachment 20: CELt Project Charter)
- Four of Ohio's major urban districts (Columbus, Cincinnati, Cleveland and Toledo) created evaluation and compensation systems that incorporate student growth through a state-level \$20 million Teacher Incentive Fund (TIF) grant. Building on best practices and lessons learned in TIF, 23 urban, suburban and rural districts are now participating in a \$59 million TIF 3 grant. (Attachment 21: Ohio Teacher Incentive Fund External Evaluation-Final Year Five Report Excerpts; Attachment 22: Teacher Incentive Fund 3 Districts)

Ohio's RttT application contained specific goals regarding the state's aspirations to cultivate great teachers and leaders (Area D). These goals remain the foundation for the state's effort to further improve in this area. These goals are:

- Ohio's RttT districts and charter schools will design annual performance reviews for teachers and principals that include multiple measures, with student growth as a significant factor.
- Ohio will establish clear approaches to measuring student growth and measure it for each student.
- Ohio must have an effective teacher in every classroom every year to increase student achievement

throughout the state. Ohio will implement strategies for ensuring placement of effective and highly effective teachers and principals in Ohio's schools that enroll significant numbers of high-needs students.

- Ohio's accountability system for teacher and principal preparation programs will, for the first time, hold preparation programs accountable for graduate success, based on teacher and principal effectiveness ratings that include measures of student achievement, growth and achievement gaps. State funding and program approval processes will be determined in part by these measures.
- Ohio will develop a comprehensive system for professional growth that supports and expands educator effectiveness to meet the challenges of helping all students be college- and career-ready and life-prepared.

LEAs that applied to be a part of the RttT grant agreed to 12 commitments aligned with these goals and focusing on measuring student growth, evaluation systems, equitable distribution of teachers and effective support to teachers and principals (Attachment 16).

#### Legislative Basis for Ohio's Evaluation Efforts

Key components of HB 153 ( Attachment 10; Attachment 11) that align with RttT and relate to Supporting Effective Instruction and Leadership (Principle 3) include:

- Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall ***adopt a standards-based teacher evaluation policy*** that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code...
  - The board shall conduct an ***evaluation of each teacher employed by the board at least once each school year***, except ... If the board has entered into a limited contract or extended limited contract with the teacher ... the board shall ***evaluate the teacher at least twice in any school year*** in which the board may wish to declare its intention not to re-employ the teacher...The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section ***once every two school years***...
  - The board shall include in its evaluation policy procedures for ***using the evaluation results for retention and promotion decisions and for removal*** of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.
- Not later than Dec. 31, 2011, the state board of education shall develop a ***standards-based state framework*** for the evaluation of teachers. The framework shall establish an evaluation system that does the following:
  - Provides for ***multiple evaluation factors***, including student academic growth which shall account for fifty percent of each evaluation
  - Is ***aligned with the standards*** for teachers ...
  - Requires ***observation*** of the teacher being evaluated...
  - Identifies measures of student academic growth for ***grade levels and subjects for which the value-added progress dimension ... does not apply***
  - Implements a classroom-level, ***value-added program*** ...
  - Provides for ***professional development*** to accelerate and continue teacher growth and provide support to poorly performing teachers
  - Provides for the allocation of ***financial resources to support professional development***

- The state board also shall
  - Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations...***Accomplished, Proficient, Developing, Ineffective.***
  - ***Consult*** with experts, teachers and principals employed in public schools, and representatives of stakeholder groups in developing the standards and criteria.
- The department shall
  - Serve as a clearinghouse of ***promising evaluation procedures and evaluation models*** that districts may use
  - Provide ***technical assistance to districts*** in creating evaluation policies.
- The procedures for the ***evaluation of principals*** shall be based on principles comparable to the teacher evaluation policy adopted by the board ... but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

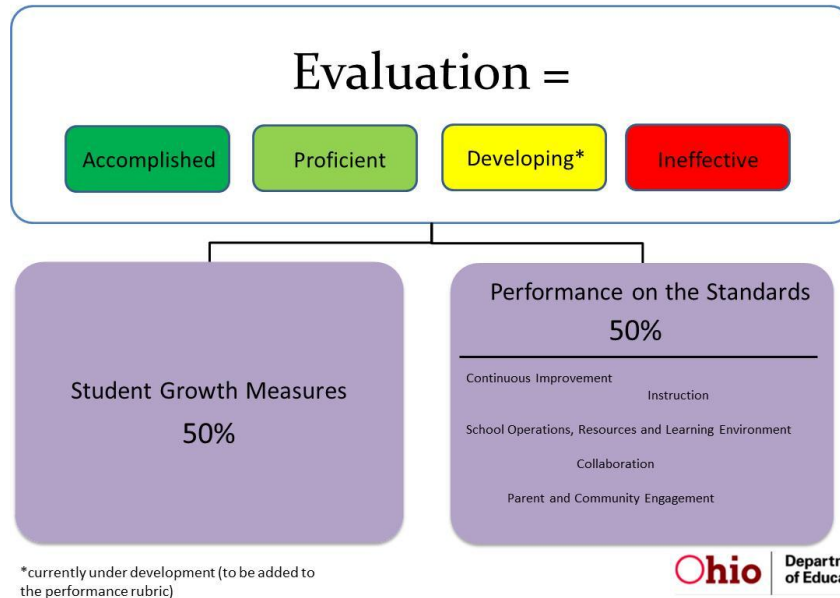
With the RttT goals and commitments as the foundation, and HB 153 as the impetus to expand this work rapidly to all districts, Ohio is well on its way to meeting the timelines and commitments outlined in the ESEA waiver application. The principal and teacher evaluation models are developed and being implemented and piloted this year. As demonstrated above, state legislation and RttT support full implementation no later than July 1, 2013.

### Ohio Principal Evaluation System

In 2009, The State Board of Education adopted the Ohio Principal Evaluation System (OPES) guidelines and framework. OPES was piloted in LEAs around the state during the 2008-2009 school year and aligns to the requirements in HB 153. The OPES framework is rigorous, transparent, fair, standards-based (*Ohio Standards for Principals, Interstate School Leadership License Consortium*), and incorporates reflection as a key strategy to inform actions and improve practices. The following summarize the alignment of OPES with the stated criteria in the ESEA waiver instructions:

- ***Use for Continual Improvement:*** OPES is a cyclical model including self-assessment, annual goal setting and reflection on areas for growth and areas of strength throughout the year.
- ***Differentiation of Performance Levels:*** The framework is designed around four performance levels: Accomplished, Proficient, Developing and Ineffective.
- ***Multiple valid measures:*** Fifty percent of the OPES is based on student growth with the other 50 percent based on demonstrated knowledge and skills from the five Ohio Standards for Principals, as shown below (Attachment 10; Attachment 15).

## Evaluation Framework



A performance rubric with multiple rating categories is tied to the Ohio Standards for Principals and includes indicators that delineate observable behaviors for each of the five standards. The rubric was developed, piloted and revised in consultation with stakeholders and external experts to strengthen validity.

- **Evaluation on a Regular Basis:** Both the OPES model and HB 153 require annual evaluations of principals.
- **Clear, Timely and Useful Feedback:** The OPES model provides for feedback after each observation, and OPES training includes modules on providing quality feedback and the importance of feedback to improve practice.
- **Inform Personnel Decisions:** OPES results in a summative rating and a collection of evidence of performance. At the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing principals.

Ohio's OPES model has now been used to train more than 900 principal evaluators representing more than 350 LEAs around the state through certified evaluator trainers at 26 educational service centers (ESCs) and BASA. This training effort is designed to accommodate all RttT LEA principal evaluators and will continue through 2012-2013 in combination with an online credentialing process provided by an external vendor. The OPES Model is designed to foster the professional growth of principals in knowledge, skills and practice. Proficiency on the standards includes professional goal-setting, communication and professionalism, and formative assessment of performance based on observations and evidence/artifacts. Training includes how to observe principal behaviors to objectively assess performance, including facilitating meetings, leading professional development, meeting with parents, participating in IEP meetings and leading post-observation teacher evaluation conferences. These observable indicators help the principal focus on increasing student learning through the development and support of effective teachers and best-practice instruction in the school. Evaluators are trained in the use of these components and how to determine an overall rating using the model rubric. The training and credentialing plan is designed to contribute to inter-rater reliability in determining the overall ratings.

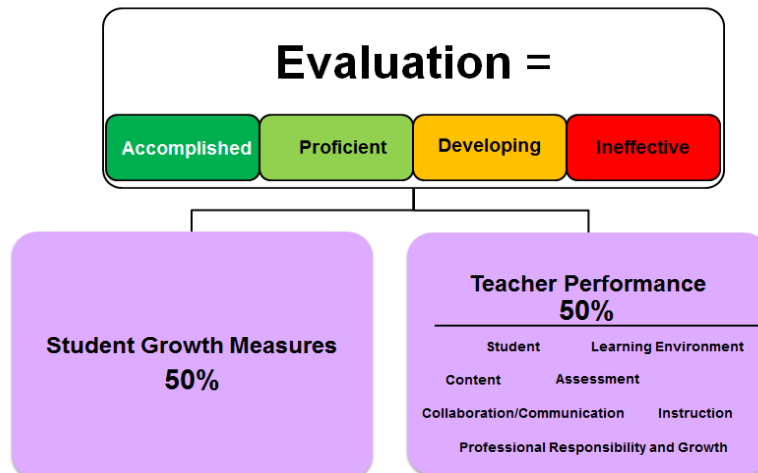
The OPES model has undergone annual revisions and modifications based on feedback from districts using the tools and processes. A similar review will be conducted again in spring 2012. ODE staff has begun, and will continue, to work with Ohio colleges and universities to ensure that information on the new principal evaluation system is incorporated into existing principal preparation coursework at every institution.

### Ohio Teacher Evaluation System

As required by HB 153, the State Board of Education adopted the framework for the Ohio Teacher Evaluation System (OTES) in November 2011. The OTES framework is rigorous, transparent, fair, standards-based and incorporates reflection as a key strategy to inform actions and improve practices. The OTES Model is focused on growth in the profession throughout all phases of a teacher's career (Attachment 10; Attachment 14). The following summarize the alignment of OTES with the stated criteria in the ESEA waiver instructions:

- **Use for Continual Improvement:** Teachers with above-expected levels of student growth (See the "Evaluation Matrix" under "Multiple Valid Measures," below.) will develop a Professional Growth Plan and may choose their credentialed evaluators for the evaluation cycle. Teachers with expected levels of student growth will develop a Professional Growth Plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle. Teachers with below- expected levels of student growth will develop an Improvement Plan with their credentialed evaluator. The local board of education also will provide for the allocation of financial resources to support professional development in areas of reinforcement and refinement of teacher skills. The school district administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.
- **Differentiation of Performance Levels:** The framework is designed around four performance levels: Accomplished, Proficient, Developing and Ineffective. Each level is achieved through a blend of student value-added measures and teacher performance measures. This is explained further below.

## Evaluation Framework



**Multiple Valid Measures:** There are two fundamental measures in OTES with multiple measures within each. The first is the assessment of teacher performance based on the seven Ohio Standards for the Teaching Profession. The rubric drives a numeric designation (1-4) for each teacher. The rubric was developed, piloted and revised in consultation with stakeholders and



external experts to strengthen validity. The standards were developed using an evidence-based approach. Teacher performance comprises 50 percent of the evaluation. Student growth measures form the other 50 percent. Growth is either “below,” “expected” or “above.” Growth measures are computed using the state’s Value-Added data measurement protocol when available. The teacher’s performance rating will be combined with the results of student growth measures to produce a summative evaluation rating, as depicted in the matrix below:

## Evaluation Matrix

		Teacher Performance			
		4	3	2	1
Student Growth Measures	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

- **Evaluation on a Regular Basis:** Pursuant to law, the framework generally calls for teachers to be evaluated once per year. Teachers who have been issued limited or extended limited contracts can be evaluated twice per year. Teachers who received a rating of “Accomplished” on the teacher’s most recent evaluation can be evaluated once every two years.
- **Clear, Timely and Useful Feedback:** The OTES model provides for feedback after each observation and OTES training includes modules on providing quality feedback and the importance of feedback to improve practice.
- **Inform Personnel Decisions:** OTES results in a summative rating and a collection of evidence of performance. At the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

Training and credentialing will be required for all evaluators to ensure inter-rater reliability. In addition, recertification and/or recalibration of both principal and teacher evaluators will likely be required after full implementation of the new systems. The OTES mode strengthens the role of the principal as instructional leader, using data from annual evaluations and professional growth plans to inform training and professional development needs.

ODE currently is piloting the OTES model with 138 LEAs, including non-RttT and charter schools (Attachment 23). The model already has been reviewed by external consulting firms and evaluation experts from around the country. An external evaluator also will be selected to review the findings of the pilot LEAs to make final modifications in spring 2012. ODE will roll out OTES evaluator training and



credentialing which will be required of all evaluators. ODE staff has begun, and will continue, to work with Ohio colleges and universities to ensure that information on the new teacher evaluation system is incorporated into existing teacher preparation coursework at every institution.

### **Plan to Develop Remaining Guidelines and Next Steps**

In two areas, Ohio has additional work to do to fully meet the principles described in the ESEA Waiver instructions. As part of the evaluation accountability system, ODE staff are currently working on a tool to demonstrate alignment of locally designed evaluation systems to the OPES and OTES models. The student growth measures component was adopted as 50 percent, consistent with HB 153. However, the list of assessments that may be used to measure student growth when Value-Added measures are not applicable and guidance, as well as guidance for other measures that may be used with teachers in non-tested subjects and grades have not yet been finalized.

### **Rubric Alignment Tool**

A specific outcome of the pilot is to finalize a process for determining whether locally designed rubrics are aligned to the Ohio Standards for the Teaching Profession and therefore acceptable for use within the OTES framework requirements. This will be required of all LEAs that choose not to use the OTES model rubrics for observation and final performance ratings. The state worked with consultants to develop an electronic Gap Analysis and Planning Tool in 2009 to assist LEAs in determining how well their local evaluation systems and structures align with the State's evaluation system guidelines; a similar tool is being developed for rubric alignment determinations. LEAs participating in the pilot were asked to report whether they intended to pilot the state framework using their own rubrics or the state model. Those that indicated their intent to pilot their own rubrics will be asked to use the draft gap analysis to demonstrate alignment and provide feedback on the alignment tool and process prior to statewide use.

### **Student Growth Measures**

HB 153 requires that local boards of education incorporate Value-Added scores into the growth component of the evaluation systems, where applicable. The state must identify measures of student academic growth for grade levels and subjects for which the Value-Added progress dimension does not apply. In addition, the SBOE must develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations.

Ohio's plan to use student growth measures instead of achievement as 50 percent of its teacher and principal evaluation systems supports the notion that all teachers and principals working in various types of schools and environments with diverse student populations should be able to demonstrate student growth. This is stated clearly in the Ohio Standards for the Teaching Profession (OSTP) and the Ohio Standards for Principals (OSP), upon which the evaluation systems are based:

- OSTP Standard 1, Element 3, *Teachers expect that all students will achieve to their full potential.*
- OSTP Standard 1, Element 5, *Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.*
- OSTP Standard 4, Element 5, *Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.*
- OSTP Standard 5, Element 5, *Teachers maintain an environment that is conducive to learning for all students.*
- OSP Standard 2, Element 2, *Principals ensure instructional practices are effective and meet the needs of all students.*
- OSP Standard 2, Element 3, *Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.*
- OSP Standard 3, Element 2, *Principals create a nurturing learning environment that addresses the physical and mental health needs of all.*

The use of a growth model supports teachers in core and non-core content areas and grade levels including preK-2, English language acquisition, music and physical education, as well as those teachers working with gifted students and students with disabilities.

Ohio is a national leader in the use of Value-Added student growth metrics, having included district- and school-level Value-Added measures of effectiveness in its accountability system since 2007. Ohio LEAs have begun to implement clear approaches to measuring teacher performance that accurately link student level data to teachers and principals. (Attachment 19; Attachment 20.) Ohio's work puts them at the forefront of this discussion nationally. For example, Ohio was awarded a grant from the Bill & Melinda Gates Foundation to study the implications and implementation issues related to linking teacher and student data for teacher-level evaluation metrics. Ohio's RttT plan significantly advances the use of these metrics by expanding the analysis to the teacher level for all teachers in tested subjects (reading and mathematics, Grades 4-8) by the 2012-2013 school year.

Likewise, OBR is required by HB 153 and RttT, beginning annually in 2012, to report aggregate Value-Added data for students assigned to graduates of teacher preparation programs (Attachment 10; Attachment 11). This is one of several metrics OBR will begin to use in the coming years to move educator preparation programs to a system of accountability aligned with the PreK-12 system. State university education deans piloted a linkage review process of their graduates mirroring the student-teacher linkage work being done in LEAs and received Value-Added reports of their principal graduates in fall 2011. They will verify their list of teacher preparation program graduates and begin receiving Value-Added reports for their teacher graduates in spring 2011.

For the purposes of the student growth component, principal evaluations will include building-level Value-Added scores. In addition, LEAs may choose to include student attendance, graduation rates, numbers of suspensions and expulsions, dual enrollment and postsecondary options participation and/or the percentage of students in Advanced Placement classes and International Baccalaureate programs.

Teachers for whom Value-Added data is available will have that data used as one measure of student growth. With RttT LEAs and the support of the RttT Reform Support Network, Ohio is designing guidance and resources for measuring growth in non-tested subjects and grades, as well as for principals, to ensure that all teachers and principals have data available and are held accountable for student growth. This includes other assessments that may be used to measure student growth as well as LEA-designed measures.

Ohio recently released a Request for Qualifications (RFQ) to gather information from vendors regarding assessments that may be used to measure student growth. In keeping with HB 153, ODE will publish a list of assessments that have been approved for use for this purpose, as well as guidance and considerations in determining which assessments to use at the local level. An RttT-sponsored mini-grant competition will provide LEAs the opportunity to pilot Value-Added in additional grades and subjects. In 2011-2012, LEAs may use these funds for Terra Nova in associated Grades 3-8 and subjects, and ACT high school end-of-course exams.

For all other non-tested subjects and grades, Ohio is working collaboratively with national experts, Battelle for Kids and LEAs currently piloting the evaluation systems to develop a framework and guidance for other measures of student growth including end-of-course exams and student learning objectives. The guidance will be shared with LEAs in the spring and summer of 2012 to ensure most LEAs have a full academic year to pilot the final, locally designed student growth component. Therefore, all teachers will have one or more measures of student growth from the following categories:

Category 1	Category 2	Category 3
• Value-Added scores	• Assessments on ODE-approved list	• Locally determined measures

The exact combination of student growth measures for each teacher will depend on the availability of Value-Added data, other assessment data and local decisions with ODE guidance, tools and resources. There is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher effectiveness. Therefore, these guidelines, like the evaluation systems themselves, will be updated as research and best practices emerge to inform revisions. To assist in this effort, ODE will assemble an advisory committee of assessment experts and practitioners from across the state. A process will be created for self-electing LEAs to submit measures to be reviewed by the committee and approved for inclusion in a statewide sharing bank to encourage sharing of promising practices. The committee will also make recommendations for revisions to the state guidance.

Perhaps most importantly, through partnerships with nonprofit organizations such as Battelle for Kids, educator associations, higher education institutions and ESCs, teachers and principals will be trained in the use of student growth data to differentiate instruction, make informed curriculum choices and instructional strategies, develop intervention strategies and provide improvement supports. Student growth data not only will inform the identification of strategies to continue to develop educator effectiveness through individual growth plans, but also inform strategies for school improvement.

#### Implementation Timeline

Year	Key Milestones
2011-2012	<ul style="list-style-type: none"> <li>• OPES implemented and refined</li> <li>• OTES piloted in 138 LEAs</li> <li>• Teacher-Level Value-Added Reports available to 30% of teachers with Value-Added data</li> <li>• OTES framework adopted by SBOE</li> <li>• OBR will report Value Added data on Ohio college and university teacher and principal prep program graduates</li> <li>• Rubric Alignment Tool developed</li> <li>• Student Growth Measures Guidance developed</li> <li>• Ohio eTPES developed and tested</li> <li>• Teacher and Principal Evaluator Training and Credentialing begins Summer 2012</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>• OPES implemented</li> <li>• OTES implemented in some RtT and all TIF LEAs, and refined</li> <li>• Teacher-Level Value-Added Reports available to 60% of teachers with Value-Added data</li> <li>• Ohio eTPES piloted and ready for use by June 2013</li> <li>• Teacher and Principal Evaluator Training and Credentialing continues</li> <li>• LEAs with qualifying evaluation systems may use both HQT and effectiveness ratings to determine equitable distribution of teachers</li> </ul>

2013-2014	<ul style="list-style-type: none"> <li>• OPES and OTES fully implemented</li> <li>• LEAs begin to report effectiveness ratings of teachers and principals to ODE</li> <li>• Teacher-Level Value-Added Reports available to 100% of teachers with Value-Added data</li> <li>• LEAs with qualifying evaluation systems may use both HQT and effectiveness ratings to determine equitable distribution of teachers</li> </ul>
2014-2015	<ul style="list-style-type: none"> <li>• All LEAs use effectiveness ratings to determine equitable distribution of teachers</li> <li>• Effectiveness ratings replace HQT on Ohio Local Report Card</li> </ul>

### Stakeholder Involvement

Ohio's teacher and principal evaluation systems were developed using a variety of forms of stakeholder input (Attachment 17; Attachment 18). OPES was developed collaboratively with the principal and superintendent associations and their representatives over two years, including field testing, piloting and numerous modifications based on feedback. This work began in 2007, well before RttT or state legislative requirements were in place. The model also was reviewed and recommended to the SBOE by the ESB which is made up of 21 representatives of various associations and affiliations, including higher education. Since that time, there have been focus groups, an independent external review and multiple revisions made to the model based on feedback from the ESCs and BASA, who are conducting the training and feedback from training participants.

The OTES model was developed similarly beginning in 2008 by a stakeholder writing team responsible for researching other states, best practices and legislative requirements. The team included representatives from teacher, principal and superintendent associations as well as higher education institutions and educational service centers. Again the ESB members were provided updates and opportunities for input, and one representative served as a member of the writing team. The model was field tested over the 2010-2011 school year with feedback from 36 LEAs informing revisions to the tools and processes. Approximately 140 teachers and 120 evaluators provided feedback in the form of completed paper copies of the field-test documents, electronic surveys and face-to-face focus groups facilitated by consultants from American Institute of Research (AIR). As already described, 138 LEAs are currently piloting the model, which will generate feedback on the revised tools and the comprehensive evaluation process. Multiple presentations were made to the SBOE Capacity Committee during the summer and fall of 2011, prior to adoption of the framework. Audience members were invited to ask questions and make suggestions at these meetings as time allowed.

In addition, Gov. Kasich's Teacher Liaison held 18 meetings during summer of 2011 with teachers across the state, compiling a document to outline the concerns and themes that were emerging around evaluation and compensation of educators. The comments were echoed in the more than 1,300 emails they have received.

### Assurance

ODE will submit to the USDOE a copy of rubric alignment tool and student growth measures guidance by the end of the 2011–2012 school year.

### 3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

#### **Reviewing and Approving LEA Evaluation and Support Systems**

As part of Ohio’s RttT grant, each LEA wrote a Scope of Work that included a process and timeline for developing, piloting and implementing a teacher and principal evaluation system, with involvement of stakeholders in the district. District Project or Transition teams were responsible for facilitating alignment to the Ohio Framework and moving their district through steps leading to implementation in 2013-2014. The RttT process requires participating LEAs to design and implement annual performance reviews for teachers and principals that include multiple measures, with student growth as a significant factor, no later than 2013-2014. In addition, ODE staff provides ongoing technical assistance both at large regional venues and one-on-one as requested. This ensures fidelity to the RttT commitments and capacity building at the local level. HB 153 requires all local boards of education to adopt evaluation policies by July 1, 2012, that reflect the input of teachers and principals and comply with the state framework.

#### **Ensuring Involvement of LEA Teachers and Principals**

RttT LEAs were required to collect signatures of union leaders on a Memorandum of Understanding to be eligible to receive the grant. Once awarded, they were required to assemble a transformation team including teachers, principals and administrators to develop and oversee their local Scopes of Work. Further emphasizing the importance of such collaboration, HB 153 requires that teacher evaluation systems be developed “in consultation with teachers employed by the board.”

#### **Ensuring Measures are Valid**

All teacher and principal performance tools and resources used in the OTES and OPES models were field tested and piloted for validity and fidelity to the instruments. Both the performance and student growth components will be comprised of multiple measures for OTES and OPES. The use of multiple measures will help ensure validity. Further, the external vendor that will design and train trainers for OTES is responsible for ensuring validity, and several external reviews of both OTES and OPES have been commissioned and have begun providing feedback on areas to consider in ensuring validity.

#### **Ensuring LEAs Implement and Meet Timelines (See “Implementation Timeline” Section 3A.)**

ODE staff will develop a process for LEAs to submit documentation of the implementation date of their new evaluation systems, prior to the July 1, 2013, HB 153 deadline. In addition, a process will be put in place to demonstrate alignment of locally developed rubrics to the OTES and OPES models. LEAs will report ratings through the Ohio electronic Teacher and Principal Evaluation System (eTPES). Once this documentation process is fully implemented, ODE will develop a process for random auditing to ensure fidelity to the requirements.

#### **Timelines**

Per HB 153, not later than July 1, 2013, the board of education of each school district... shall adopt a standards-based teacher evaluation policy that conforms to the framework for evaluation of teachers. Furthermore, the procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy adopted for teachers. As stated previously, this is also the required implementation timeline for the RttT grant requirements.

#### **Providing Guidance and Technical Assistance**



ODE has contracted with an external evaluator to report on necessary revisions and areas needing support as the evaluation systems implementation moves forward. This will include surveys and focus groups regarding inter-rater reliability, the use of evaluation data to inform instructional and human-capital decisions and the LEA support for professional growth plans. Those LEAs with Teacher Incentive Fund (TIF) and School Improvement (SIG) grants have more targeted technical assistance through the Appalachian Collaborative, identified ODE staff, and external evaluators for those grants. RttT LEAs have the additional technical assistance mentioned above.

HB153 ensures that all LEAs will be supported by requiring ODE to serve as a clearinghouse of promising evaluation procedures and evaluation models and to provide technical assistance to districts in creating evaluation policies.

As described above, all principal and teacher evaluators in the state will be trained and credentialed. ESC and BASA staff already have certified more than 700 OPES evaluators. To implement full statewide OTES training in June 2012, a pool of qualified educators is currently being sought to serve as state-certified OTES trainers working collaboratively with a contracted vendor, ESCs, the Ohio Association of Secondary School Administrators (OASSA) and the Ohio Association of Elementary School Administrators (OAESA).

ODE will design training for teachers on the state model and HB 153 requirements through Ohio Education Association and Ohio Federation of Teachers. ODE plans to partner with the Ohio Grantmakers Forum to host a spring 2012 conference to provide information for LEAs that have not yet begun to design their evaluation systems.

#### **Pilot Phase Feedback**

As mentioned earlier, ODE has contracted with an external evaluator to collect data and participant feedback on the OTES model and OTES pilot. OPES was piloted in 2008-2009 and has undergone annual revisions and modifications based on feedback from districts using the tools and processes.

#### **Reporting Effectiveness Ratings**

Using RttT funds, Ohio has contracted with a vendor (RANDA Solutions) to develop an electronic system based on the Ohio Teacher and Principal Evaluation Model Frameworks. All LEAs participating in RttT will use the electronic evaluation system created through this project. The goal of the Ohio eTPES project is to automate the teacher and principal evaluation state models using Web-based technology. The system will have the capacity to enable districts and schools to upload their locally developed model components into the electronic version, thereby aligning to the state framework. Ohio eTPES will allow evaluators to use a standard Web browser and secure Web access to monitor, complete and store principal and teacher evaluations. The entire project is scheduled for completion in June 2013.

In addition, Ohio eTPES will be designed to support reporting features such as teacher and principal effectiveness ratings. These ratings, in turn, will be available in the aggregate for use by institutions of higher education to inform accountability in Ohio. Data from teacher and principal evaluations will be used by the state, districts and charter schools to inform a range of human-capital decisions. These decisions will inform policy, professional development programs and opportunities, the retention, dismissal, tenure and compensation of teachers and principals, and higher education (teacher preparation) performance ratings.

#### **Using Effectiveness Ratings to Inform Decisions**

To supplement the RttT and HB 153 efforts and encourage the use of evaluation data for the purposes of informing human-capital decisions, ODE will begin a phase-out of Highly Qualified Teacher (HQT) requirements for those LEAs that demonstrate they have in place a qualifying evaluation system and



policies that align with the state framework.

- In 2012-2013 and 2013-2014, LEAs with qualifying evaluation systems in place will have provided the opportunity to use both HQT and Effective/Highly Effective Teacher data to inform equitable distribution of their educators. LEAs that apply for the waiver will be exempted from the requirements associated with HQT, including developing improvement plans and restrictions on the use of Title I and Title II funds. This change provides greater flexibility for ODE and the LEA while eliminating burdensome restrictions and reporting requirements. In addition, the use of Highly Effective Teacher data supports more effective instruction while ensuring equity.
- In 2014-2015, all LEAs will use effectiveness ratings in place of HQT to make equitable distribution decisions. At that time, HQT data will be replaced on the Local Report Card by effectiveness ratings for both teachers and principals and for the number of teachers employed by the LEA that hold senior- and lead- teacher licenses (Attachment 10).

Currently, federal NCLB requirements include the public reporting of the percentage of teachers with at least a bachelor's degree, the percentage of teachers with at least a master's degree, the percentage of core-academic-subject elementary and secondary classes not taught by highly qualified teachers, the percentage of core-academic-subject elementary and secondary classes taught by properly certified teachers, and the percentage of core-academic-subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure, as exhibited in the Local Report Card excerpt shown below (Attachment 24: Sample Local Report Card).

**Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.**

Federally Required School Teacher Information			
	All Schools in Your District	High-Poverty Schools Located in Your District*	Low-Poverty Schools Located in Your District*
Percentage of teachers with at least a Bachelor's Degree	99.9	100.0	99.6
Percentage of teachers with at least a Master's Degree	61.0	60.4	60.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.4	0.4	0.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.3	99.3	94.1
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0	0.0	0.0

--- Not Calculated/Not Displayed when there are fewer than 10 in the group.  
 \*High poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

Columbus City School District, Franklin County

LEAs will report their procedures, use of resources and equitable distribution of teachers in their state Comprehensive Continuous Improvement Plan (CCIP) and will have access to the Equitable Distribution of Effective and Highly Effective Educators analysis tool to conduct a school-by-school analysis of the distribution of Effective and Highly Effective teachers. A similar tool was designed for use with HQT. The new tool is currently under development. The CCIP also will be revised to accommodate effectiveness data, and ODE is investigating the potential capabilities within the Ohio eTPES contract.

This phased-in approach to reporting effectiveness ratings will allow LEAs time to pilot and implement qualifying evaluation systems that are fair, rigorous and transparent, before being required to report. This approach also will allow ODE time to assist LEAs in building capacity in their evaluators so they can conduct comprehensive, fair evaluations and use data from the evaluations to inform a variety of human-capital decisions, including hiring and placement, professional development, equitable distribution of teachers, differentiated roles and responsibilities for Effective/Highly Effective educators, performance-based compensation and tenure.

In addition to using effectiveness ratings to inform equitable distribution of teachers, ODE will develop a strategy for districts to examine and analyze their school performance data as compared to teacher and principal performance.

For example, schools that have high performance on the new accountability system, and also have a high number of teachers rated ineffective and developing, should examine data to determine the cause of the discrepancy. Likewise, schools that have low performance yet a high number of teachers rated proficient and accomplished should also examine their data. Are the reasons for the discrepancies readily determined? Are there training and/or implementation issues with the new evaluation systems? Similarly, both OPES and OTES evaluators will be trained and supported to examine their effectiveness ratings across districts and schools to identify and analyze reasons for discrepancies between the 50 percent score that comprises the student growth component and the 50 percent score that comprises the performance component.

In implementing these strategies, Ohio strives to promote fidelity to and transparency in the evaluation systems instead of incentivizing inflated or deflated ratings.